

**DEVELOPING STANDARD OPERATING PROCEDURE OF
*FUN ENGLISH CLUB 2015***

A THESIS

**Presented as Partian Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education**



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FUN ENGLISH CLUB 2015



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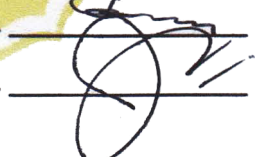
DEVELOPING STANDARD OPERATING PROCEDURE (SOP) OF

FUN ENGLISH CLUB 2015

A Thesis

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STATEMENT

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Penulis



Intan Puspita Sari

MOTTOS

Intangsurulloha yangsurkum
(Barang siapa mau menolong agama Allah,
maka Allah akan menolongnya)

-QS. Muhammad : 7

Bisa karna biasa

-Anonymous

DEDICATIONS

I sincerely dedicate this thesis to my beloved family; my father, my mother, my sisters and my brothers who always supported and loved me.

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Yogyakarta, January 2016

Intan Puspita Sari

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DEVELOPING STANDARD OPERATING PROCEDURE OF *FUN ENGLISH CLUB 2015*

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ABSTRACT

The aim of this research is to develop the SOP (Standard Operating Procedure) of Fun English Club (FEC) 2015. It is an English language school for children held by the EFC students who were doing practicum. The product of this development is the SOP of FEC 2015.

The type of this research is Research and Development (R&D). The steps are collecting research and information/needs survey and needs analysis, planning, writing the first draft, evaluating the first draft (experts judgment), writing the second draft, conducting main field testing (implementation), evaluating, revising, and writing the final draft. The subjects were the EFC students who were doing practicum and the students of kindergarten and elementary school in Yogyakarta. The setting was in FBS campus at UNY and in *Banyu Sumilir* playground, Sleman. The data were collected by needs survey, interview, observation, and expert judgment. The instruments were questionnaires, interview guidelines, and observation guidelines. The data from the questionnaires were analyzed quantitatively and those from the interviews, observations and expert judgment were analyzed qualitatively.

The product of this development are the result of needs analysis and the SOP of FEC 2015 as an English language school for children. Based on the results of the implementation, FEC 2015 is categorized as a good program because it requires the SOP of English program development: (1) The management aspect: the name, tagline, logo, and mascots are interesting, eye-catching, familiar for children, and easy to be pronounced, the facilities offered are considerable with the school fee, the management officers and the duties are clear, the school fee is reasonable, (2) the setting aspect both the location and time are appropriate for children (3) the EFC teachers have four set of teachers' competences, (4) the teaching and learning process, in the form of both indoor and outdoor activities develop the children's cognitive, emotional, and social developments.

CHAPTER I

INTRODUCTION

A. Background of the Development

There are many factors that influence the success in language learning. It can be categorized as the internal factors, that is those that the individual language learner brings with him or her to the particular learning situation such as the age, personality, motivation, experience, cognition, and native language; and the external factors, that is those that characterized as the particular language learning situation, such as the curriculum, instruction, culture and status, motivation and access to native speakers. The age is one of the important factors in language learning. Some experts believe that the younger we start to learn a second language, the better chance for success we have. This condition is known as the critical period, where a person needed to learn the second language in the period roughly before puberty, or lose the ability to become native-like altogether (Cohen: 171). Therefore, teaching English for young learners is needed to provide children success in acquiring a second or foreign language.

In Indonesia, English is a foreign language. Moreover, in primary school, English is an elective subject. Thus the national educational system has not placed a great emphasis on English and, as a result, the level of English is lower than what the public feels it needs. Therefore, there is a demand for English program developers outside the school system such as private institution

to develop an appropriate English program. Where the public systems of schooling are active in language teaching, private institutions usually endeavor to offer more. Mainstream private primary schools tend to devote more hours to language learning and give it higher priority in the curriculum. Additionally, in many contexts there is a vigorous private language institute sector ready to success commercially by offering children and their parents the chance to supplement the language learning that takes place in mainstream school (Arnold and Rixon in Tomlinson, 2008: 38-39).

The non-formal education like English language school is important. Fun English Club (FEC) is an English program for children that is conducted annually in FBS UNY and managed by English for Children (EFC) students who were doing practicum of EFC. As the annual program, it needed a guideline to carry out the program starting from naming the program, designing the logo, arranging the activities, requiring the teachers, designing the syllabus, etc. so the program run well.

Therefore, it needed to develop an SOP of FEC 2015 to guide the EFC lecturers, EFC students, and other English program developers in carrying out the program. The SOP consisted of the operating procedures of FEC 2015 starting from naming the program, designing the logo, arranging the agenda, requiring the teachers, offering the facilities, designing the syllabus, and others.

In developing SOP of FEC 2015, there are some aspects needed to be paid attention, such as the management of the program, the curriculum and syllabus, the setting, the fee, and others. The management should be structured

well and the teaching and learning activities must be interesting, encouraging, attractive, creative and innovative so the students are surely involved. The setting really influences the children's mood for the learning process. Indoor and outdoor activities should be balance because children are just not like adult that can learn for indoor activities along day. Children need outdoor activities to refresh their mind. In addition, the teachers of English for children should be able to work with children, having a good command of English, and having pleasant personalities. They also master the condition of the classes, the characters of the students, the learning materials and some other aspects that influence the teaching and learning process. Based on the background above, the developer has decided to develop SOP of FEC 2015 as an English language school for children.

B. Problem Identification

The existence of language school for children is important. The teaching and learning process somehow does not provide children to acquire English maximally. There are many factors influenced the success of the English program. It can be seen from any aspects: the human resources, the infrastructure, the school management, the teaching and learning process, the curriculum, and others. There is a set of standard by the Educational Ministry to categorize the language school as the non-formal education whether it is categorized as a good school or not. Unfortunately, there are still many language schools that are not designed and managed appropriately.

The first problem was about limited human resources to manage the school such as the students obtaining, fund rising, preparing the consumption, preparing the agenda for the whole program including the outdoor activities, decorating the classes, promoting the program and others. The second problem was obtaining the participants. It happens because there are already many English language schools for children and it became a consideration for parents to join the new one. The third problem was limited fundraising since it needs a big expand to develop a school. The fourth problem is the inappropriateness management of the school including the duties. The fifth problem was related to the syllabus designing and learning activities due to the limited human resources, as the result the syllabus is designed too simple because of the limited time.

C. Limitation of the Problems

A good SOP of English program is needed to provide the program developer carrying out the program well. Based on the problems identification above, there are many problems related to the developing SOP of FEC 2015. The developer focuses on arranging the appropriate management and the academic activities of FEC 2015. The management consisted of the school profile, the management and the management officers, while the academic activities consisted of the developed syllabus.

D. Formulation of the Problems

Based on the limitation of the problems above, there are two problems that can be formulated. The first problem concerns developing a good English program for children focused in management of the program, while the second problem deals with the appropriateness and the importance of the existence of FEC as an English program for children. To make it clearer, the developer formulates the problems as follows:

1. What are the target needs of kindergarten and elementary school children?
2. What are the characteristics of a good English program for children?
3. What is the appropriate SOP of FEC 2015?

E. Objectives of the Development

In relation to the problem above, there are two objectives that are proposed in this study. The first is related to developing a good English program for children focused in management of the program, while the second deals with appropriateness and the importance of the existence of FEC as an English program for children. Therefore, the objectives of this development can be specified below:

1. To analyze the target needs of kindergarten and elementary school children
2. To find out the characteristics of a good English language school for children
3. To develop the appropriate SOP of FEC 2015

F. Specification of the Model

The specific product of this development is the SOP of FEC 2015. The specific product is focused on the management of the school and the academic activities during the school.

First, the management deals with the whole components of the FEC management officers: the director, the secretary, the treasurer, the sponsorship section, the tools and equipment section, the consumption section, the publication & marketing, decoration, and documentation section, the academic section, and the event section; and the duties for the preparation of FEC. Second, it is about the academic activities during the program such as the teachers' recruitment and the syllabus design. The syllabus emphasized the importance of using authentic, experiential, motivating and cognitively appropriate language activities. To make the students engaged in the learning process, the activities should be creative, innovative, and attractive since during the teaching and learning process, all students should be involved. This development was implemented on December 2014 to April 2015 for the FEC program.

G. Significances of the Development

1. Theoretical Significance

This development explained and contributed the theories about developing English language school, especially about the characteristics of good English language school for children and the appropriate management and activities in that program.

2. Practical Significance

This development findings are expected to be useful for every element in English for children program development and the teaching and learning process, especially for the Fun English Club 2015 managers and teachers so that the program and the teaching and learning process runs better. This finding is also expected to be useful for the other developers to give some inspirations to conduct other development studies, and be used as one of the references in developing English learning program.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Children as Young Language Learners

a. Definition of Children

Young learners defined as children between five to twelve years of age (Cameron, 2001: vii). In Indonesia, children in age 5 to 6 years old primarily learn in kindergarten. Those who are in age 7 to 12, they learn in elementary school. Suyanto (2007:15) classified young learners into two groups, namely younger group for 6-8 years old and older group for 9-12 years old. Scott and Ytreberg (2004:1) also classified students into two levels. They are level one for students in 5-7 years old and level two for students in 8-10 years old.

English for children has been introduced in some kindergartens in Indonesia, and they will learn more about English for children in elementary school. This is because some school principals believe that the younger the children learn foreign language, the better they acquire it. This is the terms of critical period in which a person needed to learn the second language in the period roughly before puberty, or he/she will lose the ability to become native-like altogether (Andrew D. Cohen : 171).

b. Characteristics of Children

Basically, there are some differences between the characteristics of children and adults. Some children's characteristics become a good opportunity for adults and teachers to teach them foreign language earlier. Here are some characteristics of children based on some experts:

1. Active learners

Children's cognitive ability is still developing and it makes children more active. It can be seen from their ability in building knowledge to solve problem by doing assimilation and accommodation (Brown, 2001: 92, Cameroon, 2001: 2-4). This characteristic becomes opportunity for adults and teacher to give good examples as the input. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just to be understood. (Krashen, 2003).

2. Attention Span

It is the length of time children can concentrate on a task or activity without being distracted. It is different from adults' attention span in which children's attention span can be shortened when they feel boring, useless, and complicated during the activities in the class (Brown, 2001: 88).

3. Curiosity and Exploration

Unlike adult, children have a lot of natural curiosity as they want to makes sense of things, find out how things work, gain competence, control over themselves, and do what they can see from others (Brown, 2001:89; Haldfied, 2005: 13). This curiosity leads them to get involve in their world by learning anything surrounding them. This becomes good opportunity for adults and teachers to provide good activities or games for children that can answer children's curiosity. Children also learn something through their exploration and play, and through opportunities to talk things with others, usually adults (Pinter, 2006: 5). Meanwhile, adults and teacher should give good examples when they are talking to children since children will learn from what adults and teacher said.

4. Social Interaction

Pinter said that all learning happens in social interactions with others (Pinter, 2006: 12). Children learn through their social interaction with peers and adults such as parents and teachers. In the beginning of children's development, the social environment becomes main source for children to learn. Here, adult's role is important for children learning development in which adults should be responsible to mediate the world for children and to make it accessible for them. Adults should guide and assist the children to help them learn things they want including foreign language. In this case, teacher should give children opportunities to use language appropriately and meaningfully with each other. Teacher can give group activities or pair work that encourages children to promote

interaction during the learning process. It will also sustain children's interest and motivation. Moreover, children will enjoy working together in pairs or small group (Pinter, 2006: 15).

5. Delight in Talking

Children tend to be self-oriented and keen to talk about themselves since they respond well to learning that uses themselves and their own lives as the main topics (Harmer, 2001: 38). The topics of the learning influence the student's interest to learn. It will be better if the topics and activities are closely related to the children's life. Besides that, children will indirectly learn and take information from everything around them and their understanding comes from what they see, hear, touch and interact with. By this children's characteristic, teacher should give opportunities for children to express their desire orally.

c. Principles of Teaching English for Children

Teaching English for children should be different from teaching English for adults because they learn language with different ways and objectives. Brewster, Ellis, and Girard stated that the comparison of processes and condition between L1 and L2 learning shows there are certain principles which teachers need to be aware and make use of wherever possible. Some principles are explained below.

1. Children are excellent observers. They have natural ability to comprehend meaning in their L1 from variety of sources such as body

language, intonation, gesture, facial expression, social context and the language itself. In this skill, teachers can help the learners draw by ensuring that in L2 language use is contextualized and has visual support whenever possible.

2. Children learning their L1 often repeat words and phrases in order to become completely comfortable with their sounds and meaning. Repetition or drilling for children is useful for children especially for their good pronunciation.
3. Children are skilled at guessing and predicting. In these skills, teacher can usefully draw and other thought processes.
4. Children like to talk, even in limited vocabularies, often with only two or three words and key intonation patterns. This is an opportunity for teachers to help learners develop their L2. Learners should be encouraged to speak up and share their ideas by giving opportunities for meaningful communication activities. In this case, teachers should understand that fluency is more demanded rather than accuracy in both lexical and grammatical since the most important is sharing the idea.
5. In the classrooms, teachers need to create a balance between providing support and providing a challenge. If the language work is over-guided then it becomes too easy, safe or repetitive so that learners feel bored. Similarly, if the language work is too challenging, difficult or threatening, learners become motivated (Brewster, Ellis, and Girard, 2002: 40).

d. Academic Activities for Teaching English for Children

Basically, children are different from adults since they think, act and learn differently. Children are active, carefree and cheerful. They have a high curiosity, very interested in playing and easy to get moody and bored (Brown, 2001: 88). Therefore, after teacher knows the characteristics of children that have been explained above, he/she should provide appropriate activities covering four skills in language learning adapting the children's characteristics. Linse (2005: 2) states that teacher of young learners should provide the care necessary to meet children's basic physical and psychological needs so that they can thrive and focus in learning.

In teaching English for children, there are many kinds of materials that can be implemented both inside and outside the classroom activities. There can be songs, games, and stories.

a. Songs

Brewster, Ellis, and Girard (2002: 162) state that children love songs, rhymes, and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning. Moreover, psychologically, songs are motivating and fun and help to develop positive attitudes towards the target language. Cognitively, songs help to develop concentration, memory and coordination. Therefore, songs are the appropriate source for children to learn English.

b. Games

Games are enjoyable activities for children that provide opportunities to practice the foreign language. Using games in language learning gives some advantages. Brewster, Ellis and Girard (2002: 173) explain the advantages of using games in language learning are:

1. They 'lighten' more formal teaching.
2. They provide hidden practice of specific language patterns, vocabulary and pronunciation
3. They can hold to improve attention span, concentration, memory, listening skills and reading skills
4. Pupils are encouraged to participate; shy learners can be motivated to speak
5. They increase pupil's communication, which provide fluency practice and reduce domination of the class by the teacher
6. Using games can help to create a fun atmosphere and reduce the distance between teacher and pupils

Those are some advantages of using games to help teacher create more enjoyable English teaching and learning.

c. Stories

Stories are particularly important in the lives of our children: stories help children to understand their world and to share it with others. Moreover, children have a constant need for stories and they will always be willing to listen or to read, if the right moment is chosen (Wright, 2004: 3-4). Giving stories to children is a good way for children to know and understand a foreign language since stories can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child (Brewster, Ellis and Girard, 2002: 186). Moreover, they also explain that stories are motivating, challenging and fun. Stories

can help children to develop positive attitude; linking fantasy and imagination with the child's real world and enabling children to make sense of their everyday life. Listening to the stories also helps children become aware of the rhythm, intonation and pronunciation of language.

2. Non-formal Education

Educational system that organizes outside of the formal system is called non-formal education. Carron and Carr-Hill (1991:5-6) explain that non-formal education involves all educational activities organized outside the formal system and designed to serve identifiable and educational objectives. First, non-formal education is organized. It is planned, designed, structured and managed. It does not happen casually. Second, non-formal education provides identifiable clientele. It offers opportunities for learning to the identified target audiences. Third, non-formal education also defines educational objectives.

Non-formal education has its characteristics that are different from formal education. Rogers (1996:33) explain that the characteristics of non-formal educational can be seen from the some aspects such as the time scale, relevance, program, curriculum, method, and objective. First, the time scale. That is, non-formal education provides part time. It is different from the formal education that provides full time to learn. Further, non-formal education is secondary activity of participants, not primary activity as in formal education. Second, the relevance of non-formal education is, it is

integrated with life, it is held by community, not the institution, and it can be done in all kinds of settings, not only in a special building. Third, the program is run by any participatory, while professional is not a must although professional is better. Fourth, the curriculum which is used is open curriculum and problem-centered controlled by learners, it is no subject-centered controlled by teacher. Fifth, the method is learner-center and it is mainly done orally. The last, the objective of non-formal education is not set by teacher, but it is set by learners.

On the other hand, non-formal education has some similarities with formal education, such as the functions, purposes, and the importance. The similar purpose of formal education with non-formal education is, it is a deliberately organized educational activity, outside the established framework of normal school and university systems, principally for out of school youth and adults, for the purpose of communicating ideas, developing skills, changing attitudes or modifying behavior related to the realization of development goals and the achievement of higher standards of living and the welfare of the people (Government of Pakistan, 1985).

In Indonesia, the non-formal educational standard is managed by the educational ministry. Standardization in education is defined as the minimum criteria for the provision of education. Standardization Law sets a minimum standard of education provision in 8 categories, content standards, processes, competence of graduates, educators and education personnel,

facilities and infrastructure, management, financing, and evaluation of education (Educational Ministry No. 49 of 2007).

There are many examples of English program as non-formal education both in Indonesia and around the world. They are *Kumon*, *Primagama*, *English First*, *ELTI*, *Blue Dolphin Playskool* and others.

3. Fun English Club

Fun English Club (FEC) is an English program that is firstly conducted in Yogyakarta State University and it belongs to non-formal education program. It is an annual English program which is oriented in children communicative competencies. FEC provides young learners to learn English as a foreign language in more enjoyable and fun way. Since this is a language school, it is designed like other schools in which there are good management, schedule of the classes, teachers' recruitments, school fee, teaching and learning activities, and others.

The children come from different background since they are from different schools in Yogyakarta. There are also different levels in FEC, they are Kindie belongs to Kindergarten, L1, L2, L3, L4, L5 and L6 belongs to elementary school levels.

The activities in FEC are divided into two: the indoor activities and the outdoor activities. Indoor activities are any teaching and learning activities that are done inside a room. Outdoor activities are activities that are done outside the room, such as in school yard, park, tour place, and others.

Outdoor education offers children special contexts for play and exploration, real experiences and contact with the natural world and community.

4. Curriculum of FEC

FEC focused on communicative curriculum that ideally drew from three major areas namely sociocultural views on the nature of language, cognitively-based views on the nature of language learning, and humanistic views of education (Olshtain, and Dubin 1986:68). Communicative approaches is a system that alters and expands the components of the existing methodology like structural approach in terms of language content, course products, and learning process. It has brought about a more comprehensive view of language teaching and learning. Consequently, content of the curriculum has been expanded to include not only structures, situations, and themes or topics, but also concepts (notions) and functions.

In communicative approach, there are processes called workouts. Dubin and Olshtain (1986:96) explained that workouts are language learning and language using activities which enhance the learners' overall acquisition process, providing planners and teachers with a variety of ways through which to make this process engaging and rewarding. The following are some samples of such workouts for children.

1. Warm-ups/relaxers are motivational workouts which add an element of enjoyment and personal involvement. They can be used at various points

during session, especially when a relief of tension or a change of pace is called for, for example games, songs, physical activities, puzzles.

2. Theater games encompass all activity types which simulate reality within the classroom situation, for example, role playing, play enacting, and story-telling.
3. Mediations/interventions are workouts which enable learners to experience bridging information gaps while using the target language, for example, interacting with another based on incomplete information, interacting with others to change their opinions, talking one's way out of a difficult situation.
4. Group dynamics and experiential tasks are group activities which create opportunities for sharing personal feelings and emotions among learners. Group dynamics activities for example, small groups or pairs solve problems or discuss issues which center on topics of personal concern, sharing of self and feeling rather than general subject matter or topics external to self. Experiential tasks for example, as a group activity, making, building, constructing, or creating something concrete that relates to the thematic material of the language course.
5. Skill-getting strategies are activities which enable learners to develop specific skill areas in the target language, for example, following a language stimulus, often a reading passage, filling in forms, providing language to complete visual displays such as a cartoon or photograph.

5. SOP (Standard Operating Procedure)

SOP is a guideline which contains procedures of standard operating in an organization that is used to ensure that every decision or action, and the use of processing facilities carried out by the people in an organization, is effective, consistent, standard and systematic (Tambunan, Rudi, M.: 2008). SOP must exist before the program is done. It is used to assess whether a program has been done well or not. The steps in writing the SOP of FEC 2015 were adopted by a journal written by David Grusenmeyer entitled *Developing Effective Standard Operating Procedures* in which there are six steps to develop a SOP: name the SOP using descriptive action words, write a scope for the SOP, develop an overall task description, describe each task in detail, get everyone on board, and set up a system to monitor the SOP regularly.

B. Review of Related Studies

There are studies relevant to the development in Fun English Club language school. The first study was conducted by Andhyka Murti (2014). It was focused on materials development for L1 children of English for Holiday program. The second study was conducted by Hidayanto (2011). It was focused on evaluating the preparation, the process and the result of EFH 2010 teaching and learning process. In his findings, he stated that the result of EFH 2010 was not prepared well since the preparation took a very short time and seemed to be in a hurry. There was no good management between the committee and the

teachers to handle the participants especially for the very young learners as the participants of EFH. In the last findings, he found that in order to help the teachers' preparation, to support the good outcome, and to maintain the parents' satisfaction for the next program, one of the suggestions is the developer intended to develop theme-based materials as the resources especially for L1 level.

C. Conceptual Framework

In Indonesia, English is a foreign language. In some primary schools, English is an elective subject. In other words, the parents consider that English for children is important. Therefore, the parents decide to join English language school for their children. There are many English language schools for children, but based on the observation done in some language school in Yogyakarta, the management and the academic activities were still not appropriate. The school was not managed well, there was no clear structure of the school management, the teaching and learning process also conducted only in the classroom, and the activities were monotonous.

FEC 2015 is an English language school for children that is conducted in FBS UNY and managed by the EFC students. Developing the SOP of FEC 2015 is necessary as what is explained in the background of the study and identification of the problem. There are some criteria of a good English language school and it is categorized by the Education Ministry of Indonesia. A language school should be managed with the appropriate management, started from giving

the name of the program, length of the time of the program, school fee, teachers' recruitment, arranging the schedule, designing the syllabus, designing the activities, and others. In developing a program, it needed a SOP (Standard Operating Procedures) as the guideline. Therefore, the developer did a development to write the SOP of FEC 2015.

The developer developed the SOP of FEC 2015 to be a guideline for the EFC lecturers and EFC students so that FEC 2015 became a better English language school for children with the appropriate management and academic activities.

CHAPTER III

DEVELOPMENT METHOD

A. Model Development

This development is classified as Educational Research and Development (R&D) since this is a process used to develop and validate educational product (Borg and Gall, 1983:772). The findings of this development were used to develop an English language school for children. The product in this development is the SOP (Standard Operating Procedure) of FEC 2015 as an English language school for children. This development figures out the procedure in developing English program and the characteristics of a good English program.

B. Procedure of the Development

The procedure of this development refers to the R & D cycle (Borg & Gall, 1983:775), in which there are ten major steps that we used to develop the program. The steps are (1) collecting the research and information, (2) planning, (3) developing the preliminary form of the product, (4) conducting the preliminary field testing, (5) conducting the main product revision, (6) conducting operational field testing, (7) conducting the operational product revision, (8) conducting operational field testing, (9) conducting the final product, and (10) conducting dissemination and implementation. The developer

adopted the ten major steps into seven steps in order to make it simpler and more practical. The steps are (1) collecting research and information/needs survey and needs analysis, (2) planning, (3) writing the first draft, (4) evaluating the first draft (expert judgment), (5) writing the second draft, (6) conducting main field testing (implementation), (7) evaluating, revising, and writing the final draft.

1. Research and Information Collecting/Needs Survey and Needs Analysis

The aim of this step was to collect some information to become the basis for establishing policy or formulating the goals of the program such as who the learners are, who the teachers are, why the program is necessary, where the program will be implemented, and how it will be implemented (Dubin and Olshtain, 1986: 5). Developer collected some information in some ways.

Firstly, the developer did the needs survey to collect some information about the target needs. It was done by distributing the questionnaires to the right target. They were the prospective parents (parents who have willingness to join English language school for their children), and the elementary school and kindergarten teachers.

Secondly, the developer conducted an information gathering from the existing programs. It was done by surveying the program, reviewing the brochure, and searching the information from the schools' official website. The aim is to figure out on any aspects of the program, such as the name and the philosophy, the structure of management officers, the curriculum and syllabus design, the teachers' recruitment, the teaching method, the school fee, the

schedule of learning including the time duration, the time length, the frequency of meeting, and others.

2. Planning

The developer used the data from the research and information collecting to plan the first draft of the program. It was done by listing the aspects needed to be paid attention in developing the program and how to design good academic activities for children.

3. Writing First Draft

The next step is writing the first draft of this development. The focuses of this development are the school management and the academic activities of FEC 2015. The first draft consisted of the school management starting from the school profile starting from the school name, the tagline, the logo, the facilities, the teaching and learning process, the setting/the schedule, the school fee, and the teachers' competence; the management officers and the duties, and the academic activities in the form of developed syllabus.

4. Evaluating the first draft (Experts Judgment)

The next step is doing FEC workshop as the expert judgment of this development. The aim is to evaluate the first draft of this product. In FEC workshop, all of the EFC students as the management officers and the teacher presented the first draft to the EFC team as the respondents of expert judgments for this development. EFC team consisted of some lecturers in the English Department which are responsible in the English for Children study package. In this step, the experts gave some comments and suggestions about the planning of

the program. The data from the comments and suggestions were used to revise and complete the planning to be the final draft.

5. Writing the Second Draft

After getting some comments and suggestions from the experts, the first draft was revised and completed to be the second draft. Then it was ready to be implemented in FEC 2015.

6. Conducting Main Field Testing (Implementation)

This is the main step of this development in which the final draft was implemented. The implementation was held started from January to April 2015. It took place in FBS campus UNY. In this step, the primary purpose of the main field test is to determine the success of the product.

7. Evaluating, revising, and writing the final product of the program developed

After the implementation, the developer conducted an evaluation of the program by interviewing some parents who had joined FEC 2015 and the EFC students. They gave some evaluation and comments about the FEC 2015 and it was used to revise and write the final product of the program developed.

C. Design of Product Testing

1. Testing Design

The design of the testing was developed these ways. First, the program was constructed. It consisted of two main parts: the school management and the academic activities. To be more specific, the management was divided into two namely the school profile that explained the name of the school, the tagline, the logo, the schedule, and other school profile; and the management

officers explained about the structure of the school the management officers and the duties. In addition, the academic activities explained about the developed syllabus of FEC 2015. Second, the program was evaluated. The evaluation was done by conducting a FEC workshop attending by the EFC lecturers as the experts to give comments and suggestions about the program developed. The program was implemented in FEC 2015. In the implementation, the steps referred to the SOP of FEC 2015.

2. Setting of the Testing

The program was carried out in Faculty of Languages and Arts, Yogyakarta State University (UNY). There were both indoor and outdoor activities during the program. The indoor activities took place in GK I and GK II FBS UNY, while the outdoor activities were around the FBS campus and *Banyu Sumilir* playground in Sleman, Yogyakarta.

3. Subjects of the testing

The subjects are the EFC students who were doing the practicum, the EFC lecturers, the students of kindergarten and elementary school from grade 1 up to 6 from some schools in Yogyakarta, and their parents.

4. Techniques and Instruments of Data Collection

a. Data Collection Technique

Data collection in educational research and development takes a variety of forms. It depends on the focus of the study. In this development, the developer collected the information in some ways.

1. Needs survey

The aim was to get the information about the target needs. First, it was done by distributing the questionnaires to the prospective parents and the elementary school and kindergarten teachers. The questionnaires were closed-ended question consisted of some aspects, such as the goals, input, time length setting, teachers' role, school fee, skills for learners, activities for learning, learning style, and assessment. Second, it was done by doing FEC workshop to evaluate the first draft of the program. The workshop was attended by the EFC lecturers as the experts, and the EFC students as the committee as well as the teachers of FEC 2015. The students explained about the program to the EFC lecturers to get some evaluation and suggestion before the implementation.

2. Observation

The observation was done during the implementation in which the developer recorded what happened right there at that time. The data were in the form of field notes and photograph. In observation, the developer also did the information gathering by analyzing some documents as the source of the data. The documents were the brochures of English learning program in Yogyakarta and the FEC 2014 book report. The data from the documents were simultaneously analyzed with the data from the questionnaire to design the first draft of the development.

3. Interview

The interview was in the form of in depth interview as an open-ended interview. In depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Boyce, 2006:3). The interview was done after the implementation. The first interview was done with the EFC students as the management officers and the teachers of FEC to evaluate the management and academic activities of FEC. The second interview was done with the parents of FEC participants. It was consisted of the comments and feedbacks from some parents after joining the FEC 2015.

4. Expert judgment

The expert judgment was done by conducting workshop in which the first draft is presented to the EFC lecturers. The lecturers then evaluated the first draft and gave some comments and suggestions. The data from the evaluation were used to write the second draft.

b. Data Collection Instruments

Types of instrument used in this development were in the form questionnaires and interviews guidelines. The instrument is explained below:

1. The organization of the questionnaires

Before making some questions, the developer made the blueprint of the questionnaire as the basic theories of the question. Here is the blueprint:

Table.1 The organization of the Questionnaire

Item number	The Purpose of the Question	References
4 items (1-4)	To find some information about the importance of learning English for young learners	- Penfield and Roberts (1959). - Ellis (1985:106):
4 items (5-8)	To find some information about the appropriate setting of the program	Dubin and Olshtain (1986:7)
1 item (9)	To find some information about the skills should be taught for young children	Krashen (1986):
4 items (10,11,12,14)	To find some information about the appropriate activities for young learners	Long (1976)
1 item (13)	To find some information about the appropriate assessment for children	Pierce and O'Malley (1992:2)
4 items (15,16,17,18)	To find information about the children first and second language acquisition	Watson (1913)

Table.2 The organization of the Program Evaluation

Item number	The Purpose of the Question	References
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1 item	To find some information about the appropriate management of the program	Dubin and Olshtain (1986)
1 item	To find some information about the appropriate activities for young learners	Long (1976)
1 item	To find some information about the appropriate assessment for children	Pierce and O'Malley (1992)

2. Interview guideline

The first interview was figured out the information about the evaluation of the program the EFC students.

Table.3 The Interview Guideline (EFC students)

Item number	The Purpose of the Question	References
1 items	To find some information about the appropriate setting of the program	Dubin and Olshtain (1986:7)

The second interview was figured out the information about the comments and feedbacks from some parents after joining FEC 2015. The organization of the second interview is described as follows.

Table.4 The Interview Guidelines (Parents)

Item number	The Purpose of the Question	References
2	To find information about evaluation of FEC 2015	Dubin and Olshtain (1986:7)
1	To find some information about the appropriate setting of time (time of learning process, duration of learning process, frequency of the meeting, and time length)of an English learning program for children	Dubin and Olshtain (1986:7)
1	To find some information about the appropriate activities for young learners	Long (1976):
2	To find information about the feedback and evaluation of the outdoor activities	Dubin and Olshtain (1986:7)
1	To find information about the school fee	Dubin and Olshtain (1986:7)

3. Observation guideline

The observation was done by analyzing the brochure of some language school in Yogyakarta.

Table.5 The Observation Guideline

Item number	The Purpose of the Question	References
1 items	To find some information about the appropriate management of the program and the syllabus design	Dubin and Olshtain (1986:7)

5. The Technique of Data Analysis

In this study, the developer used qualitative and quantitative data. The qualitative data were obtained from the interviews and observation. Then, the quantitative data were taken from the questionnaires.

To analyze the data qualitatively, the developer used a data analysis technique proposed by Miles and Huberman as cited in Sugiyono (2010:337-345). They stated that the activities in analyzing the qualitative data include data reduction, data display and conclusion drawing.

Table.6 The Data Analysis Technique

a. Data reduction	The process of transforming masses of data into small number of categories
b. Data display	Organizing information that permits conclusion to draw an action
c. Data conclusion	Deciding what things mean

To analyze the data quantitatively, the developer used frequencies + percentages. They were analyzed by calculating the percentage of each

answer. The answer with the highest percentage is considered as the representing target's actual condition. The percentage is calculated by summing up the total of the respondents and then the result is multiplied by 100%. The formula of percentages is presented below.

$$P (\%) = \frac{f}{N} \times 100$$

P = percentage

f = frequency

N = number of respondent

100 = fixed numbers

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS OF DEVELOPMENT

In this development, there are seven steps in developing the program adopted from the R&D cycle by Borg & Gall (1983:775). The steps are collecting research and information/needs survey and needs analysis, planning, writing the first draft, evaluating the first draft (expert judgment), writing the second draft, conducting main field testing (implementation), evaluating, revising, and writing the final draft of the program developed. The results of the development are explained as follows.

a) Result of the Research and Information Collecting/Needs Survey and Needs analysis

This step was conducted in August 2014. The aim of this step was to collect information related to development of the language school for children to become the basis for establishing a policy or formulating the goals of the program such as why the program is necessary, how the teachers are, where the program will be implemented, and how it will be implemented. The data gained by collecting information that appears in institutional documents i.e. administering questionnaire and doing information gathering from the existing program.

1. Administering Questionnaire

To get the good information, the questionnaires were given to the right target: the prospective parents (parents who have willingness to join English language school for their children), and the elementary school and kindergarten teachers as the experts of children development.

The questionnaires were administered in order to find the information about the learners needs as the consideration in developing English language school. Learners' needs are the needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm (Noessel, 2003). The questionnaires consist of 18 questions that were developed based on the blueprint that had been made previously aimed to figure out the children's first and second language acquisition, the importance of the program, the setting of the program, the teaching and learning process, the evaluation, the teachers' competence, and the school fee.

The data from the questionnaire were analyzed by using percentage then it was continued by conclusion drawing from the final percentage. The following are the analyzed questionnaire and conclusion drawing.

a. Children's first and second language acquisition

Children's first language are mostly decided by the parents whether it is local language, national language, or English. It depends on how parents bring their children up to acquire their first language. The questionnaire number 18 shows that most of respondents wanted the children acquire

three languages i.e. local language, Bahasa Indonesia and English in the age of 4 to 12 years old. Meanwhile, English became the second priority for some respondents to be acquired as the main language by the children and most respondents want their children to acquire English in the early age. It was proved by the following table:

Table.7 Children Language Acquisition (Questionnaire)

No.	The question		
18.	What will be your priority for children in ages 4-12 years old?		
	a. Children acquire local languages		
	b. Children acquire Bahasa Indonesia		
	c. Children acquire English		
	The result		
	Answer	N	%
	A	4	10
	A,B	1	2,5
	A,C	1	2,5
	B	3	7,5
	B,C	4	10
	C	9	22,5
	A,B,C	18	45
	Σ	40	100

b. The importance of an English program for children

The term English is important for young learners had been proved by the previous analysis that in the ages 4 to 12 years old, most of the respondents want their children to learn English. This is the evidence that learning English in the early age is a better way for children to acquire English since they have a strong memory. The problem is that most respondents did not know how to teach English for children. Therefore, they assumed that joining an English program outside the school is important as the field of opportunities for their children to learn English.

These tables show the importance of the English language school for children.

Table.8 Importance of English Program for Children (Questionnaire)

No.	Questions		
1.	Is English important for children in the ages 4-12 years old?		
	a. Yes, it is		
	b. No, it is not		
	Result		
	Answer	N	%
	A	40	100
	B	0	0
	Σ	40	100

Table.9 Importance of English Program for Children (Questionnaire)

2.	Is English learning program outside the school important?		
	a. Yes, it is		
	b. No, it is not		
	Result		
	Answer	N	%
	A	40	100
	B	0	0
	Σ	40	100

Table.10 Importance of English Program for Children (Questionnaire)

3.	Do you support English learning program outside the school like English language school?		
	a. Yes, it is		
	b. No, it is not		
	Result		
	Answer	N	%
	A	40	100
	B	0	0
	Σ	40	100

Based on the tables above, most of the respondents agreed that learning English is important for young learners and they supported the existence

of English programs for children, such an English language school, as the field to learn English. Moreover, they did not only support the existence of English language school, but they also needed it. The question number four explained that there were some reasons for s supported the English language school for children. The following table is the reasons.

Table.11 Importance of English Program for Children (Questionnaire)

No.	Question
4	If you support the existence of English language school, what would be your reasons? a. It is good for children cognitive development, especially foreign language acquisition b. It is good to fulfill children's time after school c. It is good because English learning process in the school does not run maximally
	The result
	Answer
	N
	%
	A
	19
	47,5
	A,B
	3
	7,5
	A,C
	4
	10
	A,B,C
	6
	15
	B
	5
	12,5
	B,C
	0
	0
	C
	3
	7,5
	Σ
	40
	100
	Analysis
	A had been chosen by 32 people (A=19, A&B=3, A&C=4 and A,B&C=6)
	B had been chosen by 14 people (B=5, A&B=3 and A,B&C=6)
	C had been chosen by 13 people (C=3, A&C=4 and A,B&C=6)

The table shows that most of the respondents, specifically 32 of 40, supported and needed the English language school for the children's cognitive development especially the foreign language acquisition. While

the rests supported English language school because the English learning process in the school does not run maximally. In addition it is good enough to fulfill children's free time after school.

c. Aspects to be considered in developing English language school

Before joining a particular English language school, parents have some aspects to be considered to get the appropriate language school for their children, such as the fee, location, teaching and learning process, teachers' quality, time of learning and students' interest. The table explains the result of question about the aspects considered by the parents before joining English language program.

Table.12 Aspects in Developing English Language School (Questionnaire)

No.	Question		
5.	When you want to join English language school for students of kindergarten and elementary school, what aspects will be considered? a. Fee b. Location c. Teaching and learning process d. Teachers' quality e. Time of learning f. Students' interest		
	The result		
	Answer	N	%
	A	1	2,5
	A,C	1	2,5
	A,F	1	2,5
	A,C,F	1	2,5
	A,B,C,D	1	2,5
	A,C,E,F	1	2,5
	A,DE,F	1	2,5
	A,B,C,D,E	1	2,5
	A,B,C,D,E,F	6	15
	B	1	2,5

	B,C	1	2,5
	B,E	1	2,5
	B,C,D	1	2,5
	B,D,F	1	2,5
	B,D,E,F	1	2,5
	B,C,D,E,F	2	5
	C	4	10
	C,F	2	5
	C,D,E	1	2,5
	C,D,F	2	5
	C,D,E,F	1	2,5
	F	8	20
	Σ	40	100
	Analysis		
	A had been chosen by 9 people B had been chosen by 10 people C had been chosen by 14 people D had been chosen by 11 people E had been chosen by 9 people F had been chosen by 12 people		

Based on the analysis table above, it can be concluded that the important aspects considered before joining English language school were teaching and learning process, continued by children's interest, teachers' quality, locations, time and school fee.

d. Settings of the School (time)

Setting of the time also became a consideration for the respondents before joining English language school. In English language school, the setting for children must be different from adult such as the schedule, the frequency, the duration and place. The following tables explain the result of needs survey about setting of the program.

1. Time

Table.13 Setting of the School (Questionnaire)

No.	Question		
6.	When will be the best time for children to join English language school?		
	a. In the morning		
	b. In the afternoon (1 p.m. to 3 p.m.)		
	c. In the afternoon (3 p.m. to 5 p.m.)		
	d. After school		
	The result		
	Answer	N	%
	A	3	7,5
	B	0	0
	C	29	72,5
	D	8	20
	Σ	40	100

Based on the table above, 72,5% or 29 of 40 respondents considered that the appropriate time for children to join English language school in the afternoon at 3 p.m. to 5 p.m.

2. Frequency

Table.14 Setting of the School (Questionnaire)

No.	Question		
7.	How many frequencies of time will be appropriate to make the program run effectively?		
	a. Four times a week		
	b. Three times a week		
	c. Twice a week		
	d. Once a week		
	The result		
	Answer	N	%
	A	4	10
	B	19	47,5
	C	15	37,5
	D	2	5
	Σ	40	100

The table above proves that most of the respondents considered that English language school for children would run effectively if it is conducted three times a week.

3. Time duration

Table.15 Setting of the School (Questionnaire)

No.	Question		
8.	How long will the appropriate duration for each meeting be? a. 1-2 hours b. 2-3 hours c. 3-4 hours		
	The result		
	Answer	N	%
	A	35	87,5
	B	5	12,5
	C	0	0
	Σ	40	100

The table above shows that most of the respondents considered that the appropriate duration in English language school for children is 1-2 hours for each meeting.

4. Length

Table.16 Setting of the School (Questionnaire)

No.	Question		
9.	How long should the program run? a. 1 month b. 2 months c. 3 months d. >3 months		
	The result		
	Answer	N	%
	A	1	2,5
	B	14	35
	C	20	50
	D	5	12,5

	Σ	40	100
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The table explains that 50% of the respondents assumed that the best length of the program for children is 3 months.

e. Teaching and learning process

Based on the result of needs survey explained in the previous tables, it shows that the most dominant aspect considered by the respondents before joining English language school is teaching and learning process. It covers the skills would be taught, learning activities, teaching methodology, and others.

1. Children's skills

Generally, language teaching should cover four skills namely listening, speaking, reading and writing.

Table.17 Children's Skills (Questionnaire)

No.	Question		
11.	What skills should be prioritized for children to be taught?		
	a. Listening		
	b. Speaking		
	c. Reading		
	d. Writing		
	The result		
	Answer	N	%
	A	1	2,5
	A,B	11	27,5
	A,B,C	1	2,5
	A,B,C,D	20	50
	B	7	17,5
	C	0	0
	D	0	0
	Σ	40	100

The table clearly shows that 50% of the respondents assumed that listening, speaking, reading and writing are the skills should be taught to children in English language school. While some others assumed that listening and speaking are the appropriate skills to be firstly taught for children.

2. Learning activities

Learning activities has many variations whether it is done in the classroom or outside, it uses drills, discussion, games or other techniques, etc. This table explains the result of the questionnaire about teaching and learning process.

Table.18 Learning Activities (Questionnaire)

No.	Question		
12.	Where should the teaching and learning process be done to make it more effective? a. Indoor (classroom) b. Outdoor c. Indoor & outdoor		
	The result		
	Answer	N	%
	A	1	2,5
	B	1	2,5
	C	38	95
	Σ	40	100

The result shows that 95% of the respondents thought that the teaching and learning process should be done both indoor and outdoor.

To get more information about the teaching and learning process, the next data explain about appropriate activities for teaching and learning process.

Table.19 Learning Activities (Questionnaire)

No.	Question		
13.	What are the best activities for outdoor?		
	a. Going somewhere while learning		
	b. Visiting museum		
	c. Life-skills training		
	d. Picnic		
	The result		
	Answer	N	%
	A	15	37,5
	A,C	4	10
	A,D	1	2,5
	A,B,C	1	2,5
	A,C,D	3	7,
	A,B,C,D	7	17,5
	B	1	2,5
	B,C,D	1	2,5
	C	6	15
	C,D	1	2,5
	Σ	40	100
	Analysis		
	A had been chosen by 31 people B had been chosen by 10 people C had been chosen by 23 people D had been chosen by 13people		

The result of table shows that most of the respondents were prefer to learning while going outside, not just learning in the classroom. In addition, life-skill training such as barbeque, campus grand tour, field trip, is a good way of learning. The rest, picnic or eating out together and visiting museum are not bad for children to learn. Life-skill training gives children good opportunity in children's emotional,

social, and physical development as in bu Nury's guideline about outdoor activities of FEC. In a barbecue the children prepare their own meals through working in a team. They work together based on the job description outlined by the teachers. In closing performance, there are some programs would be appropriate for children such as MC-ing, self-introduction, singing and dancing, poem reading, story-telling, role playing, and others.

3. Teaching technique

Table.20 Teaching Technique (Questionnaire)

No.	Question		
14.	What is the best technique in teaching English for children?		
	a. Teachers explain the textbook		
	b. FGD (Focus Group Discussion)/team work		
	c. Learning by using songs, stories and games		
	The result		
	Answer	N	%
	A	0	0
	B	0	0
	B,C	9	22,5
	C	31	77,5
	Σ	40	100
	Analysis		
	B had been chosen by 9 people		
	C had been chosen by 40 people		

The table shows that all of the respondents assumed that learning by using songs, stories and games is the best technique in teaching English for children. Additionally, team work learning or discussion is another good technique as well. In contrast, the respondents considered that the teaching technique using textbook is not appropriate for children since it would make the class boring.

The empirical approach to language education draws much of its theory from behavioral psychology that teaching and learning process should be done intensively since the term routine and pattern is very effective in forming habits of using the language in communication (Sugeng, Bambang 2010: 121). See the following table.

Table.21 Teaching and Learning Process (Questionnaire)

No.	Questions		
	17. Teaching and learning process would be more effective whether it is done regularly and intensively. Do you agree? a. Yes, it is b. No, it is not		
	The result		
	Answer	N	%
	A	40	100
	B	0	0

f. Evaluation

Evaluation plays an important role in seeing whether or not the objectives set for the system have been achieve, and how well. In instructional program, there are many ways to evaluate the students' achievements such as pre-evaluation, post-evaluation, formative evaluation and summative evaluation (Bambang Sugeng, 2010: 187). In the other hand, evaluation can be done by teachers or their friends. The table explains the appropriate evaluation for children.

Table.22 Evaluation (Questionnaire)

No.	Question
16.	What kind of evaluation would be appropriate for children? a. Evaluation from their portfolio b. Evaluation at the end of program c. Evaluation from their peers

d. Evaluation from the teachers		
The result		
Answer	N	%
A	16	40
AB	1	2,5
AD	4	10
ABC	5	12,5
ABD	1	2,5
ABCD	2	7,5
B	1	2,5
BC	1	2,5
C	1	2,5
D	8	20
Σ	40	100
Analysis		
A had been chosen by 29 people B had been chosen by 11 people C had been chosen by 9 people D had been chosen by 15 people		

Based on the table above, it concluded that the best evaluation should be done in the middle of program by the teachers. This evaluation called as formative evaluation in which it is intended to find out how well the program you have developed in serving its objectives as it goes along (Kemp, 1977:98). It is given at one time during the middle of the teaching and learning process.

g. Teachers' competence

In Indonesia, Department of Education has prescribed four sets of competencies that a professional teacher must have. These are pedagogical competencies, professional competencies, personal

competencies, and social competencies (Bambang Sugeng,2010: 1).

The following table covers those four sets of competencies.

Table.23 Teachers' Competence (Questionnaire)

No.	Question		
15.	What are the teachers criteria should be fulfilled as the competent and professional teachers?		
	a. Knowledgeable		
	b. Creative		
	c. Innovative		
	d. Patient		
	e. Careful		
	f. Ethical		
	The result		
	Answer	N	%
	A	1	2,5
	AB	1	2,5
	ABD	1	2,5
	ABCD	1	2,5
	ABCF	1	2,5
	ABCDF	2	5
	ABCEF	1	2,5
	ABCDEF	15	37,5
	B	7	17,5
	BC	1	2,5
	BD	1	2,5
	BF	1	2,5
	BCD	2	5
	BDF	2	5
	BCDF	2	5
	D	1	2,5
	Σ	40	100
	Analysis		
	A had been chosen by 23 people		
	B had been chosen by 38 people		
	C had been chosen by 25 people		
	D had been chosen by 26 people		

The result of needs analysis on the table above, most of the respondents assumed that a competent and professional teacher in

teaching English for children must be creative. It is in line with Bambang's opinion that the teacher needs to be active and creative in the role of tutor and facilitator (2010: 139). In addition, teachers should be patient, innovative, and knowledgeable.

h. School fee

One of aspects to be considered by the respondents to get the appropriate language school for their children is the school fee. School fee from one school to another varies depending on the facilities and setting offered.

Table.24 School Fee (Questionnaire)

No.	Question		
16.	How much school fee should you pay in for English language school generally?		
	a. Rp 150.000-200.000/month		
	b. Rp 200.000-250.000/month		
	c. Rp250.000-300.000/month		
	d. Rp300.000-350.000/month		
	The result		
	Answer	N	%
	A	23	57,5
	B	7	17,5
	C	6	15
	D	4	10
	Σ	40	100

The result of the survey shows that 57,5% of 40 respondents preferred to pay Rp 150.000-200.000/month as the standard fee of English language school without knowing the facilities offered yet.

According to the questionnaires, the developer drew the conclusions about the learners need represented by the result of the questionnaires distributed to the prospective parents and the teachers of kindergarten and elementary school. The result of the needs analysis is explained in the following table.

Table.25 Result Analysis Conclusion

No .	Component	Results of the needs analysis
1	The children's first and second language acquisition	English becomes one of the priorities for the respondents to be acquired as the main language by the children and they want the children to acquire English in the early age
2	The importance of an English program for children	<ul style="list-style-type: none"> - The respondents need to join an English program outside the school because it is important as the field of opportunities for the children to learn English. - The English program is needed to develop the children's cognitive development especially the foreign language acquisitions, to maximize the learning process in the school does, and to fulfill children's free time after school
3	The setting of the program	<ul style="list-style-type: none"> - Time : The appropriate time for children to join English language school in the afternoon at 3 p.m. to 5 p.m. - Frequency : an English program for children would run effectively if it is conducted three times a week - Time duration : The appropriate duration in English language school for children is 1-2 hours for each meeting - Length : The best length of the program for children is 3 months
4	The aspects considered before joining an English program	The important aspects considered before joining English language school were teaching and learning process, continued by children's interest, teachers' quality, locations, time and school fee

5	The teaching and learning process	<ul style="list-style-type: none"> - Setting : The teaching and learning process should be done both indoor and outdoor. The indoor activities are the teaching and learning process done in the classroom aimed to develop the cognitive development, and the outdoor activities are the activities outside the classroom aimed to develop emotional, social and physical development - Technique : Learning by using songs, stories and games is the best technique in teaching English for children. Team work learning or discussion also needed to develop social development - Teaching and learning process would be more effective whether it is done regularly and intensively
6	The evaluation	The teachers need to do evaluation in the middle of program to find out how well the teaching and learning process in serving its objectives as it goes along
7	The teachers' competence	A competent and professional teacher in teaching English for children must be creative, patient, innovative, and knowledgeable
8	The school fee	The regular fee is Rp 150.000-200.000/month for an English language for the three meetings a week

2. Observation/Information Gathering

The information gathering was done by figuring out some existing English language schools for children in Indonesia. They were *Blue Dolphin Playskool*, *ELTI* (English Language Training International), and *Kumon*. In gathering the information, developer figured out the aspects of the programs needed to be considered in developing program such as the name of the program, the curriculum, school fee, teacher's recruitment, syllabus design, learning schedule including the time duration, time length,

frequency of meeting, and what are needed to be displayed in the brochure to promote the program. The data was gained by analyzing the brochure of the institution and school website. The results of information gathering explained below.

a. Blue Dolphin Playskool

Blue Dolphin Playskool is an education and training organization which specialize in pre-school learning based on international standards. *Blue Dolphin PlaySkool* offers an international standard education based on the MiMaCo (Mind Management Concept) system. MiMaCo learning methodology maximizes each child's potential, provides the child with a student-centered learning experience and support the child in his learning journey to becoming a happy and successful person.

The method of learning emphasizes a holistic approach which covers cognitive, social, emotional and behavioral development in a child. The curriculum focuses on experimental, exploration and self-discovery that supports the children to grow and develop at their own pace. The commitment is to provide the state-of-the-art classrooms, excellent play and learning material, best-in-class teachers and a safe and healthy environment to nurture the children's inquisitiveness.

1. The facilities offered are:

- a) All classrooms are air-conditioned. The physical layout and environment have been carefully designed to support learning and has a profound impact on children's behavior.
 - b) The excellent teacher-to-child ratio gives teachers ample opportunities to follow each child's progress in great detail. Teachers are equipped with the right knowledge and skills to build their leadership and specialist capacities.
 - c) Children receive books and readers that have been selected by the Blue Dolphin Academic Council. Giving access and exposure to relevant books is critical child's cognitive development.
 - d) Providing important supporting materials such as school uniform, school bag, apron, hand towel, thermometer, toothbrush and many more.
2. The level of the program offered:
- a) Play Time (PT) : 18 months – 2 years
 - b) Play Class (PC) : 2 years – 3 years
 - c) Play Group (PG) : 3 years – 4 years
 - d) Kindergarten One (K1) : 4 years – 5 years
 - e) Kindergarten Two (K2) : 5 Years – 6 years

Blue Dolphin PlaySkool is a member of *Blue Dolphin International*. Established in 2010, *Blue Dolphin International* is the franchisor for Blue Dolphin's brand of early childhood education in Asia Pacific region. The international holding company is located in 6 Harper Road, #04-07/03, Leong Huat Building, Singapore, the regional headquarters is located in Jakarta, and the two branches more are in Yogyakarta and Bali.

b. *ELTI* (English Language Training International)

ELTI is an English language education institution that has high quality management, competent and experienced teachers. *ELTI* Yogyakarta, Solo, Purwokerto are the branches of *ELTI* that is centered in Jakarta managed by KOMPAS GRAMEDIA.

The teaching methodology refers to communicative language teaching in which the students are demanded to practice four language skills: listening, speaking, reading and writing fluently and accurately. The use of teaching media, various classroom activities, limited students' number are the effort to increase students' opportunity to communicate each other.

ELTI offers some programs starting from kindergarten to adult. The programs are:

1. General English for Senior High School
2. English Active Communication
3. TOEFL Prep., TOEFL ITP, and IELTS Prep.

4. English for Kindergarten
5. English for Kids and SLTP
6. English for Specific Purposes
7. English for Job Hunting
8. English for Nurses.

Focusing on the children program, this information gathering gained the information more about English for Kindergarten and English for Kids & SLTP.

The first is English for Kindergarten that is designed especially for the students of kindergarten by considering the characteristics of young learners that more like to play and move. In this program, English learning runs naturally by some fun classroom activities so that indirectly, the students are learning something new. English for Kindergarten is divided by six levels: Red, Orange, Yellow, Purple, Blue and Green. The time duration for each level is 14 weeks, 2 meetings a week and the classroom activities run for an hour for each meeting. The school fee for this program is Rp 680.000,00 for each level and the time is optional starting from 12.00 to 16.00.

The second is English for Kids and SLTP. English for Kids is designed for elementary school students. The aim is to introduce English for young learners earlier while they psychologically do not have many problems yet so they can easily receive new knowledge. The

time duration for English for Kids is 12 weeks, 2 meetings a week and the classroom activities run for an hour for each meeting. The school fee for this program is Rp 485.000,00 for each level and the time is optional starting from 13.45 to 19.00. There is a placement test for this program.

There is also Saturday English for Kids program. It is designed especially for the children who can join the course only on Saturday.

c. *Kumon*

Unlike other educational systems that give learning materials generally in the form of classroom style, *Kumon* gives learning materials individually that adjusted with each student's condition. By giving appropriate materials, students' potency would be developed well.

Kumon does not only build students' academic skill, but it also builds positive character further life-skills (discipline, responsible, confident, autonomous, and attractive to learning something new) that would be needed by children in the future.

1. The strengths of *Kumon* are:

- a. The materials are given individually by adjusting students' competency
- b. Learning materials are designed systematically in the form of small steps to build students' strong skills so the students' knowledge would be increased better step by step

- c. The objective of this program is to develop students' competency by themselves

2. Steps to join *Kumon* are:

- a. Contact *Kumon* nearby
- b. Parents would get some explanations while students are following placement test
- c. Students learn twice a week in the class. In other those two days, students do some tasks at home
- d. Basic and strong knowledge are built and ready to go to higher level

3. Schedule

Kumon is available for preschool, elementary school, junior high school, and senior high school students. The schedules are:

- a. The office opens on:

Monday, Wednesday, Thursday at 09.00 – 16.00 WIB

Tuesday and Friday at 10.00 – 18.00 WIB

Saturday at 09.00 – 14.00 WIB

- b. Classroom teaching and learning process is on Tuesday and Friday at 10.00 – 18.00 WIB

4. School fee

Registration : Rp 250.000

Pre-school and elementary school students : Rp 320.000

Junior high school and senior high school students: Rp 370.000

According to the information gathering from the existing programs, the developer drew the conclusions about the aspects of the programs needed to be considered in developing program and what needed to be displayed in the brochure to promote the program. The results of the information gathering are explained in the following table.

Table.26 Result of the Observation

Name of the school/Aspects	<i>Blue Dolphin PlaySkool</i>	<i>ELTI</i>	<i>KUMON</i>
Brief information	(explained above)	(explained above)	(explained above)
Facilities	<ul style="list-style-type: none"> • AC classrooms • Teacher-to-child ratio • Good books • Supporting materials: uniform, school bag, apron, hand towel, thermometer, toothbrush, etc. 	<ul style="list-style-type: none"> • Teaching media • Various classroom activities, limited students' number 	<ul style="list-style-type: none"> • Learning kits
Activities	Classroom activities	Classroom activities	Classroom activities and individual homework
Method/Approach	Holistic approach	CLT	-
Schedule	Weekday: Monday to Saturday	<ul style="list-style-type: none"> • 2 meetings a week • 1 meeting runs for 1 hour • 12 weeks for each level 	Twice a week
School Fee	-	Rp 485.000/level	<ul style="list-style-type: none"> • Registration: Rp 250.000 • School fee: Rp 320.000

The data from the research and information above were used to design the planning that would be explained in the next section.

b) Planning

After getting the data from the research and information collecting above, it was continued by planning the first draft of the program. The EFC package courses consist of Children Language Acquisition, Children Language Teaching Method, Program Development of EFC, and Practicum of EFC. FEC 2015 is a part of the Practicum of Program Development of EFC course in which the EFC students as the committee learn to develop an English language school for children. The objective of this program is to provide EFC students with hands on experiences in managing and organizing a good English language school for children. FEC 2015 was the product of Program Development of EFC course that was implemented as the course of Practicum of EFC.

This program was planned since October 2014 and it was implemented in March to April 2015. It took approximately five months preparation starting from arranging the school management and developing the syllabus. The planning was done by listing the aspects needed to be considered in developing the program. They are explained below.

- a. The name of school or institution should be interesting, familiar for children, and easy to be pronounced
- b. The tagline should be short, brave, meaningful and easy to be pronounced

- c. The logo should be eye-catching, colorful, and interesting
- d. The teaching and learning method should cover some aspects in children development further four skills in learning English: listening, speaking, reading, and writing
- e. The syllabus should be clear
- f. The program should offer good facilities such as comfortable classroom, professional teacher, books, and others
- g. The schedule and school fee should be reasonable
- h. The steps to join the program should be clear
- i. In promoting technique, the information displayed in brochures and posters should be detail such as the brief information about the program, strength of the program, the activities, facilities offered, schedule of meeting, school fee, terms of references, steps to join the program, web address and contact person.

After listing those aspects, the developer categorized them into three parts: the school profile, the management officers, and the academic activities. Those three parts then developed to be a good language school for children.

c) Writing the First Draft of the Product

In this step, the developer designed the first draft of the SOP of FEC 2015 as an English language school. It was made based on the data from the results

of the needs analysis in the questionnaires and the information gathering. The first draft of the SOP is attached in the appendix.

d) Evaluating the First Draft (Expert Judgment)

The next step is the developer did evaluation of the first draft by conducting FEC workshop as the expert judgment. It was conducted on December 2015 in which all of EFC students as the management officers and the teachers of FEC presented the first draft as the planning of the program to the EFC team as the respondents of expert judgments for this development. EFC team consisted of some lecturers in English Department which are responsible in English for Children study package.

In this workshop, the first draft was presented and then it was evaluated. The evaluation was to determine whether or not the program requires the minimum standard of educational program stated by the Educational Ministry No. 49 of 2007): the content standards, the processes, the competence of graduates, the educators and the education personnel, the facilities and infrastructure, the management, the financing, and the evaluation of education.

The following The EFC team gave some opinions and suggestions for the EFC students before the program was implemented. Those were used to complete the first draft then it was ready to be implemented. The following are the field note explained the opinions and suggestions during the FEC workshop.

“Planningnya sudah bagus dan tepat, tinggal nanti ketika implementasi harus konsisten dan harus siap siaga jika apa yang terjadi di lapangan berbeda dengan apa yang sudah direncanakan. Sarannya, dalam membuat planning tidak cukup satu planning saja, tetap dipersiapkan plan B, plan C, plan D dan seterusnya, untuk jaga-jaga (ibu Nury Supriyanti)” (The planning is good enough. What you need to do in the implementation is be consistent with the planning you have design, and you have to be ready if what happened in the real FEC is different from what you have planned. Therefore, I suggest you to prepare the plan B, plan C, plan D and others (Mrs. Nury Supriyanti)).

(Appendix E/2)

Figure.1 Field Note for the FEC workshop

The opinions from the lecturer showed that they agreed what had been planned. Then, there were some suggestions to make the planning better. They were concluded as follows.

- a. The director should control every section individually and making sure that everything run well
- b. The secretary should be ready to make any letters and proposals, arranging good schedule of registration, and making weekly report of each section
- c. The treasurer should record every single income and outcome in detail
- d. The sponsorship section should give as benefit as possible to get more funds and media partner

- e. The tools and equipment section should prepare the room and location for each meeting such as teaching and learning process and outdoor and indoor agenda. It should be prepared well.
- f. The publication & marketing, decoration and documentation section should document every single event and promote the program everywhere
- g. The academic section should have good coordination with all of the teachers of FEC
- h. The event section should extra work to prepare as good as every outdoor events of FEC
- i. For the academic side, the syllabus for every level was good and the teachers should be creative to manage the class. It needed to write the lesson plans for each meeting

e) Writing the Second Draft

The second draft was made based on the evaluation from the expert judgment. Therefore, the first draft was revised and completed to be the second draft based on the data above and it was ready to be implemented in FEC 2015. The second draft was attached in the appendix.

f) Conducting Main Field Testing (Implementation)

After writing the second draft, the developer implemented it in real English language school called as Fun English Club 2015. This is the main step of this development to determine the success of the product. The

implementation was held started from January to April 2015. It took place in FBS campus UNY in Faculty of Languages and Arts, Yogyakarta State University. The following are the result of the implementation.

In developing a good English language school, there are some aspects needed to be considered. They are explained as follows.

1. The School Profile

- a. The School Name
- b. The Tagline
- c. The Logo
- d. The facilities

The facilities offered by this program were comparable with the fee.

There were some technical problems related to the classroom facilities such as the troubled AC, computer and LCD in some classes.

... “*Kelas L2 AC nya mati, kelas L1 LCD nya mati, kelas Kindie komputernya mati*” (The AC in L2 class was off, the LCD in L1 class was off, and the computer in Kindie class were off).

(Appendix E/2)

Figure.2 Field Note for the FEC workshop

- e. The teaching and learning process

The process of teaching and learning in FEC 2015 was run well. The teachers used the songs, the stories, and the games in the class. Therefore, the teaching and learning process was fun and the children enjoyed it very much. It was proved by the following field note.

“Setiap keluar dari kelas, anak-anak selalu tersenyum bahkan tertawa. Beberapa dari mereka juga ada yang menyanyikan lagu yang telah diajarkan, dan mereka juga dengan sangat antusias menceritakan kepada orang tuanya tentang apa yang telah dikerjakan selama di kelas” (After the class, the children were always smile and even laugh with the teachers or the classmates. Some of them also sang the English song that had been taught in the class. They also enthusiastically told what they had learnt at that day to their parents).

(Appendix D/1)

Figure.3 The committee's evaluation after implementation

There was no problem related to the curriculum and syllabus, and the evaluation. Each of them ran well like what had been planned and the children enjoy the teaching and learning process.

The evaluation in the middle of the program was important to do in order to measure the children's achievement during the teaching and learning process.

f. The setting of the program.

The FEC setting is divided by two: the indoor activities took place in GK I and GK II FBS UNY, while the outdoor activities were around the FBS campus and Banyu Sumilir playground in Sleman, Yogyakarta. The problem was the classroom that located in the second floor so the teachers had to extra supervise the children when they were going up and down stairs. It needed the security staff to supervise the children before and after the class.

g. The schedule

The length of the program was 2 months starting from March 2nd up to April 26th 2015. It took place three times a week: Monday, Wednesday, and Friday at 3.30 p.m. to 5.00 p.m. By this schedule, there were some meeting that exceed the time duration especially when it was the outdoor activities. Therefore, there were some parents complained about it. The following is the field note showed that problem.

“Ketika agenda campus grand tour, sudah pukul 17.00 tetapi kegiatan masih terus berjalan, sehingga beberapa orang tua merasa cemas dan bahkan ada yang complain dengan waktu yang lebih dari yang dijadwalkan” (In campus grand tour, the activities were still continued while the time was 5.00 p.m. so some parents were worried and even complained about the over time).

(Appendix D/1)

Figure.4 The committee's evaluation after implementation

h. The school fee

There was no problem related to the school fee. It was reasonable and comparable with the facilities offered to the children.

i. The teachers

The teachers of FEC 2015 were the EFC students who have knowledge about how to teach children, how the children acquire the language, what are the characteristics of children and other knowledge related to the teaching English for children. Therefore, the teachers of FEC had required four set of teachers' competence.

j. The terms and conditions

There were some parents wanted to register their children who are still four years old and it was rejected. They were suggested to join the next year. In addition, some parents who registered their children did not bring the photo as one of the requirement. The photo would be attached in the children's achievement reports. Then the documentation section initiated to take photograph to all of children in a last week of the program. The following pictures are the children's photographs.

2. The Management Officers

a. Director

Based on the implementation, as the director of a school, this duty was appropriate, but it would be better if there is a vice director. It was proven in the developer's field note that when the director was going to Kalimantan on January 11th to 15th 2015, there was no vice director who handle the director's duties. The following are the field note and the picture when the secretary was handling the meeting.

“Direktur pergi ke Kalimantan karena ada urusan tertentu, sehingga beliau meminta sekretaris untuk mengandle kegiatan selama lima hari” (The director went to Kalimantan for a particular business then he asked the secretary to handle the program for about five days).

(Appendix D/1)

Figure.5 The committee's evaluation after implementation



Figure.6 The meeting without the director

b. Secretary

After the implementation of this section, beside all of the duties described in planning, the secretary got the additional duty i.e. being the vice director in which she also had to monitor and control the management of FEC and even handle the meeting whenever the director is getting sick or going somewhere for a particular business. This additional duty was too hard since the secretary had a lot of duties.

The following interview shows the problem arose after the implementation of the secretary duties.

“Salah satu masalahnya adalah tidak adanya wakil direktur sehingga saya harus mem-back up jobdes nya pak direktur. Saya harus selalu siap siaga menggantikan posisinya jika pak direktur sakit atau ada keperluan, sehingga jobdes saya bertambah semakin berat” (One of the problems as a secretary is there is no vice director. As the result, I have to be ready to back the director up whenever he gets sick or go somewhere for a business. Unfortunately, I got extra job from the director)

(Appendix D/1)

Figure.7 The committee's evaluation after implementation

The next problem regarding the secretary's duties was the committee's registration schedule. The planning described that the schedule was arranged randomly, but in result it did not run well. Some committee could not attend the picket schedule of registration. Therefore, the developer did the interview to all of the committee asking about the best schedule.

“Menurut saya, jadwal jaga stand pendaftaran random seperti ini kurang efektif kalau mempertimbangkan persiapan FEC yang semakin membutuhkan banyak persiapan. Akan lebih efektif jika jadwal dibuat per seksi, sehingga kami bisa jaga piket stand sambil diskusi tentang persiapan FEC” (In my opinion, the schedule of registration stand arranged randomly is not effective considering the FEC preparation that needs extra preparation. It would be better if it is arranged by grouping each section for each day so we can discuss the progress of FEC preparation while serving the registration).

(Appendix D/1)

Figure.8 The committee's evaluation after implementation

The interview proved that each committee suggested to rearranging the schedule as they said. The next problem was there is no second secretary. It was needed as a note-taker during the FEC meeting when the first secretary is getting sick or could not attending the meeting.

“Susah kalau tidak ada sekretaris 2 nya, karena ketika saya sakit atau berhalangan rapat, maka tidak ada yang menggantikan job saya, sehingga saya harus menanyakan ke masing-masing seksi tentang progress dari persiapan FEC”(It's hard if there was no a second secretary, since when I get sick or cannot attending the meeting, there was no one who handle my job then I have to ask every section about their FEC progress)

(Appendix D/1)

Figure.9 The committee's evaluation after implementation

The rests of the secretary's job description ran well. There were 21 mails, three kinds of proposals, and one MoU made and there was no problem related to job. Telephone calls and texts from the customers responded well although some questions asked have been clearly informed in the poster. The administration of participants file was managed well such as the attendance list and the database of the participants. Unfortunately, there were some participants who had booked the registration cancelled it because of a particular reason.

c. Treasurer

The duty of treasurer is recording the amount of money both income and outcome in detail. In realization, the role of a treasurer was not only recording it in detail, but also managing the FEC financial such as controlling the outcome. FEC 2015 is a school in which there is cooperation between the customer and the school management, than it should be profitable. There was a problem related to the income of FEC. The previous FEC 2014 got the funds from UNY anniversary event, but unfortunately it was not for this FEC 2015. The proposal was rejected by the committee. In result, the FEC income was very limited. Then the treasurer suggested to increases the school fee.

“Kita sangat terbatas di income karena proposal yang diajukan ke panitia Dies UNY ditolak. Akhirnya kami memutuskan untuk menaikkan harga SPP dari FEC tahun lalu, meskipun tidak terlalu signifikan”(The FEC income is very limited because the proposal was rejected by the UNY Anniversary committee. Finally, we decide to increase the school fee from the previous FEC 2014, although it was not too significant)

(Appendix D/1)

Figure.10 The committee’s evaluation after implementation

The point was that the FEC is a school that should be profitable regardless the professionalism and facilities.

d. The sponsorship section

This section is responsible in gaining fund resources and media partner. It was important since it needs a lot of funds in developing a school such FEC. In addition, media partner played important role in supporting and promoting the program to the target market. The sponsorship section collaborated with the publication & marketing, design, and decoration section as well as the secretary made a sponsorship proposal to some companies in Yogyakarta starting from BNI, Kopma UNY, Kedaulatan Rakyat, Sindu Kusuma Edu Park, and other potential companies. Unfortunately, most of the proposals were rejected because this program is still new and not profitable enough. This section also proposes the article to Kedaulatan Rakyat but it was not published because it was submitted late. There were too many queuing article.

“Artikel yang diajukan ke KR tidak di publish karena mengumpulkannya terlalu mepet, sedangkan antrian artikel lain juga banyak. Jadi lain kali kalau mau mengumpulkan artikel harus lebih awal”(the article proposed to the KR company was not published because it was submitted late. It should be proposed earlier since there were many queuing article from other programs).

(Appendix D/1)

Figure.11 The committee’s evaluation after implementation

e. The tools and equipment section

In supplying equipment tools and to preparing the place for Fun English Club 2015 activities, there was a problem risen in which the Seminar Room in GK 1 was not ready to be decorated at that day, whereas, it was the D-day of the opening ceremony. The problem was that this section forgot to give the letter of permission to the room keeper. As a consequence, the room keeper did not know that there would be an opening of FEC at that day. Fortunately, there was no any agenda that uses the seminar room at that day then this section gave the letter of permission to reserve the seminar room. The following field note explains the problem.

“Pada hari H opening FEC, ruang seminar yang akan digunakan hari itu belum siap digunakan, karena penjaga gedung tidak tahu kalau ruang itu akan digunakan untuk opening. Beliau mengatakan bahwa tidak ada surat izin yang masuk” (On the D-day of the opening of FEC, the seminar room that would be used was not ready. The room keeper did not know if the seminar room would be used for the opening of FEC. He said that he did not receive the letter of permission from the committee of FEC)

(Appendix D/1)

Figure.12 The committee's evaluation after implementation

f. The consumption section

The consumption section did the job description well i.e. supplying the foods and beverages needed during FEC activities. There was no any problem in the implementation. The thing needs to be paid attention was the children's allergic reaction the something especially the foods and beverages.

“Selama kegiatan tidak ada kendala yang serius, tapi ada hal yang belum terpikirkan sejak awal persiapan, yaitu tentang alergi, mungkin beberapa anak punya alergi pada makan, minuman, atau hal lain. Ini perlu ditanyakan pada orang tua”(there was no any problems during the program, but there was one thing that are not considered since the preparation, namely the children's allergic to something. Some children may be allergic to some foods, beverages, or something others. It needed to be asked to the parents.)

(Appendix D/1)

Figure.13 The committee's evaluation after implementation

This section decided to make a simple questionnaire for parents asked about the children's allergic to something so the children could enjoy the FEC activities especially in BBQ and field trip.

g. The publication & marketing, decoration and documentation section

The Publication & Marketing, Decoration and Documentation section of FEC2015 held several responsibilities on their duties. This section was basically divided by three main subsection i.e. the publication & marketing, decoration, and documentation.

In the implementation, there were some problem arise. First, it was related to the promotion like in the following field note.

“Ketika promosi program ke beberapa sekolah yang menjadi pelanggan FEC 2014, panitia tidak faham dengan lokasi sekolah, apakah sekolah itu prospektif atau tidak, dan jumlah anggota dari seksi ini sangat tidak memadai dengan jumlah sekolahnya” (In promoting the FEC to the school who are the customer of the previous FEC 2014, this section did not know well the location of the schools, whether the schools were prospective or no, and the member of this section was not sufficient with the number of the school)

(Appendix D/1)

Figure.14 The committee’s evaluation after implementation

Those problems were solved by some ways. First, this section was helped by all of the committees. Second, they helped this section to promote the FEC to the any schools whatever they are considered as to be prospective or not. Third, the location of the schools looked for by GPS.

The next problem related to the opening of FEC 2015 in which there are some miss-communications among the committee that influence the work of this section. The mistakes was this section did not make sure who should prepare some camera to document the even, so when the opening ceremony was going on there was only one camera ready.

“Hanya ada satu kamera yang dioperasikan, sehingga proses dokumentasi kurang maksimal.” (There was only one camera operated so the documentation did not run maximally)

(Appendix D/1)

Figure.15 The committee’s evaluation after implementation

The last problem related to the parents meeting. All of the members of this section forgot to document this agenda. In result, there was no documentation of this agenda at all. It needed to classify the duties into some parts depending on the number of this section. One is responsible in publication & marketing sub-section, one is responsible in designing sub-section, and the last is responsible in documenting events. Therefore, every single duty runs well.

h. The event section

The role of the event section is preparing and developing the outdoor activities in detail starting from deciding the setting, arranging the rundown, explaining the procedures, and others. The outdoor activities were the opening of FEC 2015, the campus grand tour, the picnic, the barbecue, the dental seminar, the parents' meeting, the fieldtrip, and the closing performance and graduation. The FEC is an annual program in English department in which there were some children who had joined the previous FEC 2013 and FEC 2014, and still joined this FEC 2015. Therefore, this section needs to develop the outdoor activities to be different from and even better than the previous FEC programs to avoid children boredom in doing outdoor activities.

a. The opening of FEC 2105

The theme and jargon were introduced to the children in the opening of FEC 2015. The children were happy with the theme, theme song,

and the jargon. The theme was The Jobs, the theme song was When I Grow Up by Tessa, and the jargon was “Be Ready for Now, Be Great for Tomorrow”

“Setelah acara opening, anak-anak melanjutkan belajar ke kelas. Selama di kelas mereka menyanyikan theme song dan bercerita tentang cita-cita mereka” (After the opening, it was continued by learning in the classroom. During the classroom activities, they sang the theme song and told about the profession they want in the future)

(Appendix D/1)

Figure.16 The committee’s evaluation after implementation

In the opening ceremony, there was a problem. The parents and children came late so the opening ceremonial was late.

b. The campus grand tour

There were too many activities in this agenda. The event section needs to control the time during the agenda.



Figure.17 The campus grand tour activity

c. The dental seminar

The speakers were the dentists from UMY. The children discussed with the speakers about how to keep the mouth clean, then the dentists demonstrated how to brush the tooth well then the children were asked to practice it. They enjoyed the activity.



Figure.18 The dental seminar activity

d. The picnic

This agenda should be done in GK IV hall but unfortunately it was at the 3rd floor of C15 because it was raining. Some students looked disappointed because they failed to get outdoor activity. The teachers and the children did the picnic or eating out together. All of the FEC children from the Kindie to L5 level were randomly divided by three groups then they were asked to know each other among the member group then continued by eating the foods and beverages they have

brought together. This is good for the children's social and emotional development.

e. The barbecue

In this agenda, the children played a simple game to find out the ingredients first. Then after getting all of them, they learned to cook satay by themselves. It is good for the children's physical development.

f. The parents meeting

This section did the three main things in parents meeting. The first was discussing about the outdoor activities concept. The second was distributing the questionnaires about food lists for fieldtrip and students and students allergic. The last was reporting the students' achievements and progresses cognitively, emotionally, and physically.

g. The field trip

In this agenda, the children learned the outdoor skills and socialize with the nature. This is good for the children's physical, emotional and social development. It was held in Desa Wisata Banyu Sumilir, Karang Sari, Pakem. The children looked happy and enjoyed the activities.



Figure.19 The field trip activity



Figure.20 The field trip activity

h. The closing performance and graduation

This was the field opportunities for children to perform what they had learned during the FEC. There were some performances: dancing, singing, reading poems, and playing drama. All of the

performance ran well. Then it was continued by distributing the certificates and the achievement reports to the children.



Figure.21 The closing performance

i. The academic section

The academic section related to the teaching and learning process in the classroom. This section divided the levels and the homeroom teacher, developed the FEC syllabus and lesson plans for all levels, made the list of media inventory, provided the forms to write vignette of teaching and learning process for the teachers, and arranged the teaching schedule for all teachers. The planning ran well, but it needed to conduct regular evaluation meeting to evaluate the academic activities such as the

teaching and learning process, the children's progress, the problems in the classroom, and others.

3. The Academic Activities

Based on children's characteristics explained in the second chapter, children are active learners. They are full of curiosity, excellent observers, skilled at guessing and predicting, and they like to talk even in limited vocabulary. Therefore, the teachers of FEC created a balance between providing support and challenge for the children.

1) Syllabus of FEC

David Nunan says that syllabus design has to do with selecting and sequencing content, methodology, with selecting and sequencing appropriate learning experiences and evaluation with appraising learners and determining the effectiveness of the curriculum as whole (1999: 72). He also added that syllabus consists of list of content to be taught through a course of study (1999: 73).

In this part, the developer adopted the previous FEC 2014 syllabus. The syllabus was designed for 24 meetings and it was designed by the teachers of each level guided by headmaster of FEC. The topics of each meeting were adopted from the previous FEC 2014 syllabus such as the greeting, introducing and parting, family, jobs, colors, numbers, fruits, vegetables, animals, parts of face, and parts of body, days and months, time, daily activities, foods and beverages, feelings and emotions,

transportation and public places, and direction. The detail of the syllabus was attached in appendix.

2) Lesson Plans of FEC

Nothing is more certain to guarantee a disastrous lesson than an unprepared teacher (Lewis and Hill, 2002: 56). Lesson plans help teachers to decide what they are going to teach in the classroom related to the students' wants and needs. Lewis and Hill also said that a good lesson plan would be wise to begin with a short introduction, reminding students of what happened last time and saying what would be the topics this time. Those are arranged into 4-5 sentences in about 2-3 minutes. In the same way, at the end of the session, the teacher provides a brief summary and perhaps telling students what will happen.

The lesson plans were arranged by describing the syllabus in the form of detail steps in teaching and learning process in the classroom. It contained the topic of the day, the allocated time, the level, the learning objectives, the materials needed, the vocabularies would be taught, the language function, and the steps in teaching and learning process starting from the warming up or routines and patterns, main teaching and closing. The details of the lesson plans were attached in appendix.

g) Evaluating, revising, and writing the final product of the developed program

This step was done after the program. The developer conducted an evaluation of the program by interviewing the some parents who had joined FEC 2015. The interview guideline was developed based on the blue print. In the interview, they gave some evaluations and comments about the FEC 2015. The data from the result of implementation and the interview with the parents were used to revise and to write the final product of the program developed. The following are the results of the evaluation from the implementation.

A. The School Profile

1. The setting of the program

The teaching and learning process took place in 2nd floor of C15 building. Therefore, it needs the security staffs to supervise children in passing the up and down stair before and after the class

2. The schedule

It needs a schedule of picket every meeting. One of the duties is being the time keeper in every FEC meeting both the indoor and outdoor activities.

3. The teaching and learning process

The teaching and learning process ran well

4. The teachers recruitment

In teachers' recruitment, the teachers have to require the four set of teachers' competence as the EFC students; the pedagogical competencies,

the professional competencies, the personal competencies, and the social competencies.

5. The facilities offered

It needs to recheck the room condition before the classroom activities to make sure that every facility such as the AC, the LCD, and the computer works.

6. The terms and conditions

In terms of condition, the children who want to register were asked to bring the photograph, but in realization, only 3 children who did so. Therefore, the documentation section needs to take photograph of the children.

7. The school fee

It was reasonable and comparable with the facilities offered to the children.

B. The Management Officers

The ideal management officers are consists of the following structure and the detail of the duties is attached in the appendix.

The ideal management officers are consists of the following structure and the detail of the duties is attached in the appendix.

a. The director

- It needs to provide the vice director to represent the director whenever he is getting sick or going somewhere for a business. If there is no vice director due to the limited human resources, the secretary should be ready to back the director up.

b. The secretary

- First, in arranging the schedule of FEC registration, it would be better to arrange the schedule by grouping the member of each section of each day to simplify them to carry out their duties in preparing the FEC.
- Second, it needs to provide the second secretary to do note-taking during the FEC meeting when the first secretary is getting sick or could not attending the meeting. If there is no second secretary due to the limited human resources, the secretary asks other section to do so.

c. The treasurer

- The duties of the treasurer need to be added. They are managing the FEC financial and controlling the outcome

d. The sponsorship section

- It needs to submit the article earlier so it would be published by the Kedaulatan Rakyat or other newspaper companies

e. The consumption section

- It needs to make a simple questionnaire for the parents asked about the children's allergic to something so the children could enjoy the FEC activities especially in BBQ and field trip

f. The publication & marketing, design, and documentation section

- First, when there are too much duty and the members of the section are limited, please asking help to the other sections
- Second, distribute the questionnaire to any schools (elementary schools and kindergarten) since every school has opportunity to join the FEC

- Third, build a good communication among the management officers to minimize the problems and the mistakes.
- The last, for the section that has many duties, it needed to classify the duties into some parts depending on the number of this section. One is responsible in publication & marketing sub-section, one is responsible in designing sub-section, and the last is responsible in documenting events. Therefore, every single duty runs well.

g. The event section

- It needs to develop the outdoor activities to be different from and even better than the previous FEC programs to avoid children boredom in doing outdoor activities
- This section needs to prepare other plans whenever the first plan does not work due to some reasons such as in picnic agenda. Because of the raining, the picnic was done indoor

h. The academic section

- It needs to conduct regular evaluation meeting to evaluate the academic activities such as the teaching and learning process, the children's progress, the problems in the classroom, and others.

C. The Academic Activities

In the implementation, the syllabus developed by the teachers ran well. There was no problems arose, therefore there was no revision of the syllabus of FEC 2015.

The evaluation and comments from the parents then used to revise and write the final product. Furthermore, the final product is presented below.

The final product of this development was in the form of SOP (Standard Operating Procedure) of FEC 2015. The SOP was designed based on the steps in developing FEC 2015 as an English language school for children.

1. The school profile

- a. The name of the program/school/institution that is interesting, familiar for children, and easy to be pronounced. Fun English Club
- b. The tagline is short, brief, meaningful and easy to be pronounced
- c. The logo is eye-catching, interesting, colorful, and meaningful
- d. The facilities offered are comparable with the school fee. The regular facilities offered by the school/institution are the competent teachers, the comfortable classrooms with AC, LCD, and computer, T-shirt, bag, diary book, ID card, academic calendar, certificate, and achievement report.
- e. The setting of the program.

It consists of location setting and time setting.

- The location setting is where the teaching and learning process takes place. It is best in both inside and outside the classroom.

The characteristics of a good school/institution/classroom for children are:

- The distance of the school/institution/class and the children's home is reachable
- The classroom is clean, comfortable, have a good lighting, and safe
- The time setting is when the teaching and learning process takes place. The best time for children to attend the language school/institution is after the school around 3.00 p.m. to 5.00 p.m. The class is conducted three times a week for approximately three months.

f. The teachers

The teachers require the four set of teachers' competence; the pedagogical competencies, the professional competencies, the personal competencies, and the social competencies

g. The teaching and learning process.

- Teaching English for Children is done in fun way using songs, stories, and games
- The syllabus developed based on theme to avoid the children boredom
- The theme is close to the children daily life
- The evaluation is important to be done in order to determine the success of the children's achievement during the program
- The activities for children are interesting, encouraging, attractive, creative and innovative

- Arranging lesson plans before teaching is important to help teachers to decide what they are going to teach in the classroom related to the students' wants and needs

A good lesson plan begin with a short introduction, then reminding students of what happened last time and saying what would be the topics this time, the teacher provides a brief summary at the end of the meeting and perhaps telling students what will happen.

- h. The terms and conditions. It consists of the minimum and maximum age of the children, anything need to be prepared/fulfill before or when the registration.
- i. The school fee is reasonable and comparable with the schedule of the teaching and learning process, and the facilities offered.
- j. The steps to join the school/institution are clearly displayed on the brochure/pamphlet

2. The management officers and the duties

There are clear management officer structure and the duties. The management officers are consists of the following structure and the detail of the duties is attached in the appendix.

- 1) The director
- 2) The vice director
- 3) The secretary (Providing the second secretary is an optional)
- 4) The treasurer

- 5) The sponsorship section
- 6) The consumption section
- 7) The publication & marketing, design, and documentation section
- 8) The event section
- 9) The academic section
- 10) The security staff

3. The academic activities

The teachers developed the previous FEC 2014 syllabus and consult it to the EFC lecturer. The detail syllabus and the lesson plans of the FEC 2015 are attached in the appendix.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

The objective of this development is to develop an English language school for children. The program is Fun English Club (FEC) 2015 that is held by EFC students (English for Children) students in UNY. Based on the results of the implementation, FEC 2015 is categorized as a good English language school for children. It could be proved by some aspects.

1. The first, it can be seen from the management aspect: the name, tagline, logo, and mascots are interesting, eye-catching, familiar for children, and easy to be pronounced, the facilities offered are considerable with the school fee, the management officers and the duties are clear, the school fee is reasonable.
2. The second, it can be seen from the setting aspect in which the location of the school/class is reachable and there are both indoor and outdoor activities. The schedule of FEC is also appropriate for children. It is conducted after school around 3.00 p.m. to 5.00 p.m., done three times a week for two month.
3. The third reason is seen from the teachers' competence aspects in which the teachers of FEC have four set of teachers' competences; the pedagogical competencies, the professional competencies, the personal competencies,

and the social competencies. The EFC students also have passed English for children courses: the Children Language Acquisition, Children Language Teaching Methodology, and Program Development of EFC.

4. The last reason is seen from the teaching and learning process. There are two kinds of activities in FEC: the indoor activities and the outdoor activities. The indoor activities are designed to be interesting, encouraging, attractive, creative and innovative using songs, stories, and games in the class. The outdoor activities consists of the opening ceremony of FEC, the campus grand tour, the picnic, the barbecue, the field trip, and the closing performance and graduation of FEC. They are designed to develop the children's cognitive, emotional, and social development. The parents' meeting is also important to know more about the children's activities home and to inform the parents about the children's progress.

According to the results of the implementation, there are four main aspects needed to be considered in developing an English language school for children.

1. The managements of the school
 - a) The name of the program/school/institution that is interesting, familiar for children, and easy to be pronounced
 - b) The tagline is short, brave, meaningful and easy to be pronounced
 - c) The logo is eye-catching, interesting, colorful, and meaningful
 - d) The facilities offered are comparable with the school fee
 - e) There are clear management officer structure and the duties

- f) The school fee is reasonable and comparable with the schedule of the teaching and learning process, and the facilities offered
 - g) The steps to join the school/institution are clearly displayed on the brochure/pamphlet
 - h) The terms and conditions consists of the requirements to join the program
2. The setting (the location and time/schedule)
- It is clear where the school takes place: indoor and/or outdoor. It is good for conducting both indoor and outdoor activities. For the annual program, it needs to provide many optional activities to be used in turn for each year. The schedule of the school is clear: the day, the time duration, the frequency, and the length
3. The teachers' competences
- The teachers require the four set of teachers' competence; the pedagogical competencies, the professional competencies, the personal competencies, and the social competencies
4. The teaching and learning process including the method, the syllabus, and the evaluation

B. Recommendations

In reference with the conclusion, there are some recommendations for the following parties.

1. EFC Lecturers

The English for children lecturers need to provide a program as the practicum of program development of EFC. The product of this development is in the form of the SOP in developing FEC 2015. The developer recommends to the EFC lecturers to (1) use this product as the guidelines in teaching Program Development of EFC course, (2) conduct a short program like FEC in holiday session, for example, a week program with only two or three outdoor activities focusing on speaking and listening skill because the parents support the English program for children and they like to give the priority for children to practice their English

2. EFC Students

Good English language schools are needed in the society. The prospective parents like to join an English program for their children because they know that learning English in the early ages is important. There have been many English language school for children, but most of them do not provide the children's needs. The EFC students who are doing Practicum of EFC subject need to learn how to develop a program. The developer recommends this product to develop English learning program as the guideline in program development of EFC course.

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APPENDIX A
LIST OF THE PARTICIPANTS AND THE COMMITTEE OF
FUN ENGLISH CLUB 2015

List of the FEC children

Daftar Siswa Fung English Club 2015

Kindie (Doctor Class)

No.	Nama	Sekolah	No. Telp/HP
1	Hylmi Nauca Zaidan	TK IT Al Farabi	0813 2821 9315
2	M. Nadhif Atha Nugroho	TK SAF 2 Klebengan	0812 2768 2444
3	Banyu Woro Bismo	TK N 2 Yogyakarta	0818 0410 0950
4	Maharani Ghina Tsuraya	SD Salman Alfarisi	0813 2177 5597
5	Abimael Damas Ararya	TK Negeri 1 Sleman	0815 7806 4574
6	Naomi Adelia Zafrirah Hari Murti	TK Maskam UGM	0812 8444 239
7	Kayla Nisa Khairani		0818 0418 7784
8	M. T saqif Shafiq Setiawan	Salman Al Farisi	0812 2987 898
9	Arkananta Lezuansyah	TK Bianglala	0811 3517 769

L1 (Farmer Class)

No.	Nama	Sekolah	No. Telp/HP
1	Fr. Anindya Maheswari	SD Kanisius Demangan Baru	0813 9209 1819
2	Rakean Praca Nafis		0857 4714 1671
3	Maria Callista Widayastuti	SD Kanisius Demangan Baru	0838 6997 2083
4	Ojwala Aaryya C.	SDN Serayu	0856 285 5050
5	R. Bramatya Padmosudiro	SD Model Sleman	0812 2699 9950
6	Zahbar Rasya Alan K.	SD Keputran 2	0857 8647 0131
7	Maharani Ghina Tsuraya	SD Salman Alfarisi	0813 2177 5597
8	Jauza Alifah	SD Bhayankara gyakarta	0899 9926 704

L2 (Fire Fighter Class)

No.	Nama	Sekolah	No. Telp/HP
1	Haidar Nauca Zhafran	SD Budi Mulia Dua Sedayu	0858 7851 0383
2	Rana Puteri Dantia	SD Muhammadiyah Sagan	0818 200 450
3	Ardhya Sabrina Nur Fadhila	SD Muhammadiyah Semoya	0858 4282 8764
4	Amanda Adsitara	SD Muhammadiyah Semoya	0878 3977 1606
5	Rakan Nafis Alwani	SD Muhammadiyah Ambarbinangun	0812 7923 811
6	Aqilla Kirana Hidayat		0812 2639 958

L3 & L4 (Baker Class)

No.	Nama	Sekolah	No. Telp/HP
1	Dyah Widyaningrum	SD Kanisius Kalasan	0888 288 7263
2	Bambang Handoko W.	SD Kanisius Kalasan	0888 288 7263
3	M. Saifan Asy Syifa	SD Muhammadiyah Sokonandi	0815 6966 655
4	Rafi Irfan Aulia Darajat	SD Pujokusuman	0811 250 257
5	Haris Hendriansya Hidayat		0812 2639 958

L5 (Artist Class)

No.	Nama	Sekolah	No. Telp/HP
1	Bimo Izzan R.	SDN Ngabean	0857 4365 411
2	Aghnia Niswa Qalbia	SDN Karang Jati	0812 2693 125
3	Aghata Carla Ruslinda	SD Muhammadiyah Semoya	0818 0407 4175
4	Nadia Shafiana Rahma	SDN Glagah	0813 2844 7100

The list of the FEC comittee

NO	NAMA
1.	Oktaviani Surya
2.	Zuhriatul Baiti
3.	Ahmad Taufik
4.	Ellyta Ardianisa
5.	Datik Yunitasari
6.	Fajrul Fitrianto
7.	Rayi Rochim Asmara
8.	Amira Kussumaningtyas
9.	Lutfia Hanim
10.	Meta Asri Saraswati
11.	Rofingah Juni Astuti
12.	Mazidatur Rohmah
13.	Sarah Mar'atul Azizah
14.	Intan Puspita Sari
15.	Dian Kurnia Widi Astuti
16.	Reisa Diah Astuti

APPENDIX B
RESEARCH INSTRUMENT

Needs analysis questionnaire

Questionnaire of Fun English Club 2015

Bapak/ibu yang terhormat, mohon bantuannya untuk mengisi questionnaire dibawah ini, untuk membantu pengerjaan tugas skripsi saya. Anda hanya perlu meluangkan waktu 5-10 menit saja. Semoga kebaikan bapak/ibu dibalas dengan yang lebih baik. Aamiiin.

Silahkan isi/pilih jawaban sesuai dengan hati nurani anda. Lingkari jawaban yang anda setuju (boleh lebih dari satu) ☺

Usia anda :

Pekerjaan anda :

Pendidikan terakhir :

Jenis kelamin

1. Apakah pelajaran Bahasa Inggris untuk anak usia TK dan SD penting?
 - a. Ya, penting.
 - b. Tidak penting.
2. Apakah program belajar Bahasa Inggris diluar sekolah itu perlu diadakan?
 - a. Ya, perlu.
 - b. Tidak perlu.
3. Apakah anda mendukung adanya program-program belajar Bahasa Inggris di luar sekolah?
 - a. Ya, sangat mendukung
 - b. Kurang mendukung
4. Jika anda mendukung program belajar Bahasa Inggris diluar sekolah, apa alasan anda?
 - a. Baik untuk perkembangan kognitif anak, terutama perkembangan bahasa asing
 - b. Baik untuk mengisi waktu luang anak setelah waktu sekolah
 - c. Baik karena pembelajaran Bahasa Inggris disekolah kurang maksimal
5. Jika anda ditawarkan program belajar Bahasa Inggris untuk anak usia TK-SD, apa yang menjadi pertimbangan anda untuk bergabung dengan program tersebut atau tidak?
 - a. Biaya
 - b. Lokasi
 - c. Proses kegiatan belajar
 - d. Kualitas guru
 - e. Waktu belajar
 - f. Minat anak
6. Kapan waktu yang tepat untuk melaksanakan program belajar tersebut?
 - a. Pagi
 - b. Siang
 - c. Sore
 - d. Pulang Sekolah

7. Berapa frekuensi waktu pertemuan yang efektif?
 - a. 4x seminggu
 - b. 3x seminggu
 - c. 2x seminggu
 - d. 1x seminggu
8. Berapa lama durasi yang efektif untuk setiap pertemuan di kelas?
 - a. 1-2 jam
 - b. 2-3 jam
 - c. 3-4 jam
9. Jika frekuensi pertemuan 3x seminggu, berapa lama program belajar tersebut sebaiknya berlangsung?
 - a. 1 bulan
 - b. 2 bulan
 - c. 3 bulan
 - d. >3 bulan
10. Jika frekuensi pertemuan 3x seminggu, berapa biaya standar SPP yang harus dibayarkan?
 - a. 150.000-200.000/bulan
 - b. 200.000-250.000/bulan
 - c. 250.000-300.000/bulan
 - d. 300.000-350.000/bulan
11. Untuk anak usia TK dan SD, kemampuan apa yang harus diprioritaskan untuk dikuasai?
 - a. Mendengarkan
 - b. Berbicara
 - c. Membaca
 - d. Menulis
 - e. Semua benar
12. Kegiatan pembelajaran Bahasa Inggris akan lebih efektif jika dilakukan di?
 - a. Indoor saja (kelas)
 - b. Outdoor saja
 - c. Indoor & outdoor
13. Kegiatan apa saja yang tepat untuk dilakukan diluar kelas?
 - a. Jalan-jalan di sambil belajar
 - b. Mendatangi museum
 - c. Pelatihan *life-skills*
 - d. Piknik
14. Bagaimanakah proses pembelajaran yang paling efektif untuk program belajar anak-anak?
 - a. Guru menerangkan buku pelajaran
 - b. Belajar dengan berdiskusi/*team work*
 - c. Belajar dengan menggunakan lagu, permainan, cerit, dll.
15. Bagaimanakah kriteria guru yang baik untuk mengajar anak-anak?
 - a. Cerdas
 - b. Kreatif
 - c. Inovatif
 - d. Penyabar
 - e. Teliti
 - f. Beretika
16. Bagaimanakah cara penilaian yang tepat untuk anak-anak?
 - a. Penilaian dari tugas-tugas
 - b. Penilaian dari ujian akhir

- c. Penilaian dari teman sebaya
- d. Penilaian mutlak dari guru

17. Pembelajaran akan lebih efektif jika dilakukan secara rutin dan intensif. Apakah anda setuju?

- a. Ya, setuju
- b. Tidak setuju

18. Mana yang lebih anda utamakan untuk anak usia 4-12 tahun?

- a. Anak bisa berbahasa Daerah
- b. Anak bisa berbahasa Indonesia
- c. Anak bisa berbahasa Inggris

Interview guideline with the parents

No.	Questions
1	Apakah ini pertama kali anda mengikuti program Fun English Club?
2	Bagaimana tanggapan/pendapat anda tentang program ini?
3	Dengan jadwal yang ada, apakah sudah sesuai dengan kebutuhan anak? 3x seminggu, 90 menit, 2 bulan?
4	Apakah agenda/kegiatan terlalu padat? Outing?
5	Bagaimana tanggapan/komentar anda tentang: <ul style="list-style-type: none"> a. Campus Grand Tour b. Picnic c. Barbecue d. Field Trip e. Closing performance
6	Apa saja kelebihan yang harus dipertahankan?
7	Apa saja kekurangan-kekurangan yang harus dibenahi untuk program ini?
8	Untuk biaya, dengan frekuensi waktu, apakah sudah sesuai/ terlalu rendah/terlalu tinggi?

Interview guideline with the FEC committee

No.	Questions
1	Apakah posisi anda dalam kepanitiaan FEC?
2	Apakah anda merasa cukup berkompeten dalam bidang tersebut?
3	Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
4	Bagaimana evaluasi dari: a. Campus Grand Tour b. Picnic c. Barbecue d. Field Trip e. Nanti akan ada closing performance

APPENDIX C
RESULTS OF THE QUESTIONNAIRES

	Σ	40	100
	Analysis		
	A had been chosen by 32 people (A=19, A&B=3, A&C=4 and A,B&C=6)		
	B had been chosen by 14 people (B=5, A&B=3 and A,B&C=6)		
	C had been chosen by 13 people (C=3, A&C=4 and A,B&C=6)		
No.	Question		
5.	<p>When you want to join English language school for students of kindergarten and elementary school, what aspects will be considered?</p> <p>a. Fee</p> <p>b. Location</p> <p>c. Teaching and learning process</p> <p>d. Teachers' quality</p> <p>e. Time of learning</p> <p>f. Students' interest</p>		
	The result		
	Answer	N	%
	A	1	2,5
	A,C	1	2,5
	A,F	1	2,5
	A,C,F	1	2,5
	A,B,C,D	1	2,5
	A,C,E,F	1	2,5
	A,DE,F	1	2,5
	A,B,C,D,E	1	2,5
	A,B,C,D,E,F	6	15
	B	1	2,5
	B,C	1	2,5
	B,E	1	2,5
	B,C,D	1	2,5
	B,D,F	1	2,5
	B,D,E,F	1	2,5
	B,C,D,E,F	2	5
	C	4	10
	C,F	2	5
	C,D,E	1	2,5
	C,D,F	2	5
	C,D,E,F	1	2,5
	F	8	20
	Σ	40	100
	Analysis		
	A had been chosen by 9 people		

	B had been chosen by 10 people C had been chosen by 14 people D had been chosen by 11 people E had been chosen by 9 people F had been chosen by 12 people		
No.	Question		
6.	When will be the best time for children to join English language school? a. In the morning b. In the afternoon (1 p.m. to 3 p.m.) c. In the afternoon (3 p.m. to 5 p.m.) d. After school		
	The result		
	Answer	N	%
	A	3	7,5
	B	0	0
	C	29	72,5
	D	8	20
	Σ	40	100
No.	Question		
7.	How many frequencies of time will be appropriate to make program runs effectively? a. Four times a week b. Three times a week c. Twice a week d. Once a week		
	The result		
	Answer	N	%
	A	4	10
	B	19	47,5
	C	15	37,5
	D	2	5
	Σ	40	100
No.	Question		
8.	How long will the appropriate duration for each meeting be? a. 1-2 hours b. 2-3 hours c. 3-4 hours		
	The result		
	Answer	N	%
	A	35	87,5
	B	5	12,5
	C	0	0
	Σ	40	100

No.	Question		
9.	How long should the program run? a. 1 month b. 2 months c. 3 months d. >3 months		
	The result		
	Answer	N	%
	A	1	2,5
	B	14	35
	C	20	50
	D	5	12,5
	Σ	40	100
No.	Question		
11.	What skills should be prioritized for children to be taught? a. Listening b. Speaking c. Reading d. Writing		
	The result		
	Answer	N	%
	A	1	2,5
	A,B	11	27,5
	A,B,C	1	2,5
	A,B,C,D	20	50
	B	7	17,5
	C	0	0
	D	0	0
	Σ	40	100
No.	Question		
12.	Where the teaching and learning process should be done to make it more effective? a. Indoor (classroom) b. Outdoor c. Indoor & outdoor		
	The result		
	Answer	N	%
	A	1	2,5
	B	1	2,5
	C	38	95
	Σ	40	100
No.	Question		
13.	What are the best activities for outdoor? a. Going somewhere while learning b. Visiting museum		

	c. Life-skills training		
	d. Picnic		
	The result		
	Answer	N	%
	A	15	37,5
	A,C	4	10
	A,D	1	2,5
	A,B,C	1	2,5
	A,C,D	3	7,
	A,B,C,D	7	17,5
	B	1	2,5
	B,C,D	1	2,5
	C	6	15
	C,D	1	2,5
	Σ	40	100
	Analysis		
	A had been chosen by 31 people B had been chosen by 10 people C had been chosen by 23 people D had been chosen by 13people		
No.	Question		
14.	What is the best technique in teaching English for children? a. Teachers explain the textbook b. FGD (Focus Group Discussion)/team work c. Learning by using songs, stories and games		
	The result		
	Answer	N	%
	A	0	0
	B	0	0
	B,C	9	22,5
	C	31	77,5
	Σ	40	100
	Analysis		
	B had been chosen by 9 people C had been chosen by 40 people		
	No.	Question	
15.	What are the teachers criteria should be fulfilled as the competent and professional teachers? a. Knowledgeable b. Creative c. Innovative d. Patient e. Careful f. Ethical		
	The result		

	Answer	N	%
	A	1	2,5
	AB	1	2,5
	ABD	1	2,5
	ABCD	1	2,5
	ABCF	1	2,5
	ABCDF	2	5
	ABCEF	1	2,5
	ABCDEF	15	37,5
	B	7	17,5
	BC	1	2,5
	BD	1	2,5
	BF	1	2,5
	BCD	2	5
	BDF	2	5
	BCDF	2	5
	D	1	2,5
	Σ	40	100
	Analysis		
	A had been chosen by 23 people B had been chosen by 38 people C had been chosen by 25 people D had been chosen by 26 people		
No.	Question		
16.	What kind of evaluation would be appropriate for children? a. Evaluation at from their portfolio b. Evaluation at the end of program c. Evaluation from their peers d. Evaluation from the teachers		
	The result		
	Answer	N	%
	A	16	40
	AB	1	2,5
	AD	4	10
	ABC	5	12,5
	ABD	1	2,5
	ABCD	2	7,5
	B	1	2,5
	BC	1	2,5
	C	1	2,5
	D	8	20
	Σ	40	100
	Analysis		
	A had been chosen by 29 people B had been chosen by 11 people		

	C had been chosen by 9 people D had been chosen by 15 people		
18.	What will be your priority for children in ages 4-12 years old? a. Children acquire local languages b. Children acquire Bahasa Indonesia c. Children acquire English		
	The result		
	Answer	N	%
	A	4	10
	A,B	1	2,5
	A,C	1	2,5
	B	3	7,5
	B,C	4	10
	C	9	22,5
	A,B,C	18	45
	Σ	40	100
17.	Questions		
	Teaching and learning process would be more effective whether it is done regularly and intensively. Do you agree? a. Yes, it is b. No, it is not		
	The result		
	Answer	N	%
	A	40	100
	B	0	0

APPENDIX D
INTERVIEW THRASCRIPT

1. The committee's evaluation interview transcript

- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- Secretary : sekretaris
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- Secretary : Ya lumayan
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- Secretary : Iya, tapi ada beberapa hal yang kurang sesuai. Salah satu masalahnya adalah tidak adanya wakil direktur sehingga saya harus mem-back up jobdes nya pak direktur. Saya harus selalu siap siaga menggantikan posisinya jika pak direktur sakit atau ada keperluan, sehingga jobdes saya bertambah semakin berat. Selain itu, menurut saya, jadwal jaga stand pendaftaran random seperti ini kurang efektif kalau mempertimbangkan persiapan FEC yang semakin membutuhkan banyak persiapan. Akan lebih efektif jika jadwal dibuat per seksi, sehingga kami bisa jaga piket stand sambil diskusi tentang persiapan FEC. Ada lagi, susah kalau tidak ada sekretaris 2 nya, karena ketika saya sakit atau berhalangan rapat, maka tidak ada yang menggantikan job saya, sehingga saya harus menanyakan ke masing-masing seksi tentang progress dari persiapan FEC
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- Secretary : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana
- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- Treasurer : Bendahara
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- Treasurer : Ya lumayan berat tapi
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- Treasurer : Iya, tapi ada beberapa masalah kecil. Kita sangat terbatas di income karena proposal yang diajukan ke panita Dies UNY ditolak. Akhirnya kami memutuskan untuk menaikkan harga SPP dari FEC tahun lalu, meskipun tidak terlalu signifikan

- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- Secretary : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana
- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- Sponsorship : Tim sponsorship
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- Sponsorship : Ya lumayan
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- Sponsorship : Iya, tapi ada masalah kecil. Artikel yang diajukan ke KR tidak di publish karena mengumpulkannya terlalu mepet, sedangkan antrian artikel lain juga banyak. Jadi lain kali kalau mau mengumpulkan artikel harus lebih awal
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- Sponsorship : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana
- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- Tools&equipment : Tim perlengkapan
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- Sponsorship : Ya lumayan
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- Sponsorship : Iya, tapi ada masalah yang cukup serius, namun sudah teratasi dengan baik. Pada hari H opening FEC, ruang seminar yang akan digunakan hari itu belum siap digunakan, karena penjaga gedung tidak tahu kalau ruang itu akan digunakan untuk opening. Beliau mengatakan bahwa tidak ada surat izin yang masuk
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- Sponsorship : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana

- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- Consumption : Tim konsumsi
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- Consumption : Ya
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- Consumption : Iya. Selama kegiatan tidak ada kendala yang serius, tapi ada hal yang belum terpikirkan sejak awal persiapan, yaitu tentang alergi, mungkin beberapa anak punya alergi pada makan, minuman, atau hal lain. Ini perlu ditanyakan pada orang tua
-
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- PDD : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana
-
- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- PDD : Tim PDD
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- PDD : Ya. Tapi berat.
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- PDD : Iya. Tapi ada beberapa masalah. Ketika promosi program ke beberapa sekolah yang menjadi pelanggan FEC 2014, panitia tidak faham dengan lokasi sekolah, apakah sekolah itu proaktif atau tidak, dan jumlah anggota dari seksi ini sangat tidak memadai dengan jumlah sekolahnya. Dan juga ketika opening, hanya ada satu kamera yang dioperasikan, sehingga proses dokumentasi kurang maksimal. Selain itu semua berjalan lancar
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- PDD : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana
-
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?

- Event : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana
- Developer : Apakah posisi anda dalam kepanitiaan FEC?
- Event : Tim acara
- Developer : Apakah anda merasa cukup berkompeten dalam bidang tersebut?
- Event : Ya. Tapi berat.
- Developer : Apa apakah yang anda kerjakan sudah sesuai dengan yang direncanakan?
- Event : Iya. Semua berjalan lancar sesuai yang direncanakan. Tidak ada masalah yang serius
- Developer : bagaimana evaluasi dari outdoor activities nya, menurut anda?
- Event : Semua berjalan dengan baik. Memang ada beberapa hal yang perlu dievaluasi lagi, tapi hampir semuanya berjalan sesuai dengan rencana

2. The parents' evaluation interview transcript

- Developer : Apakah ini pertama kali anda mengikuti program Fun English Club?
- Parent 1 : Iya, ini pertama kali anak saya ikut FEC
- Developer : Bagaimana tanggapan/pendapat anda tentang program ini?
- Parent 1 : Bagus mbak programnya untuk anak-anak.
- Developer : Dengan jadwal yang ada, apakah sudah sesuai dengan kebutuhan anak? 3x seminggu, 90 menit, 2 bulan?
- Parent 1 : Sudah sesuai kok, tapi mungkin lebih baik lagi kalau 3 bulan, hehe
- Developer : Apakah agenda/kegiatan terlalu padat? Outing?
- Parent 1 : Tidak kok, kan kegiatannya dibuat selang-seling juga, jadi ndak terlalu padat untuk anak-anak
- Developer : Bagaimana tanggapan/komentar anda tentang outdoor activities nya?
- Parent 1 : Bagus mbak, semuanya bagus. Bisa membantu perkembangan anak, bersosialisasi, kerjasama, bermain dengan alam.
- Developer : Apa saja kelebihan yang harus dipertahankan?
- Parent 1 : Semuanya bagus, harus terus dipertahankan
- Developer : Apa saja kekurangan-kekurangan yang harus dibenahi untuk program ini?

- Parent 1 : Ga ada si mba, semuanya sudah cukup baik
- Developer : Untuk biaya, dengan frekuensi waktu, apakah sudah sesuai/ terlalu rendah/terlalu tinggi?
- Parent 1 : Pas, malah sebenarnya murah banget kalau dilihat dari kegiatan dan fasilitasnya.
- Developer : Apakah ini pertama kali anda mengikuti program Fun English Club?
- Parent 2 : Iya, ini pertama kali saya mendaftarkan anak saya di FEC
- Developer : Bagaimana tanggapan/pendapat anda tentang program ini?
- Parent 2 : Bagus. Baik untuk perkembangan anak-anak. Kegiatannya menarik
- Developer : Dengan jadwal yang ada, apakah sudah sesuai dengan kebutuhan anak? 3x seminggu, 90 menit, 2 bulan?
- Parent 2 : Sudah sesuai kok, tapi kok terlalu cepet kalau 2 bulan ya
- Developer : Apakah agenda/kegiatan terlalu padat? Outing?
- Parent 2 : Tidak kok, kan tidak terlalu padat untuk anak
- Developer : Bagaimana tanggapan/komentar anda tentang outdoor activities nya?
- Parent 2 : Bagus mbak, semuanya bagus
- Developer : Apa saja kelebihan yang harus dipertahankan?
- Parent 2 : Semuanya bagus, saya suka
- Developer : Apa saja kekurangan-kekurangan yang harus dibenahi untuk program ini?
- Parent 2 : Ga ada si mba, semuanya sudah bagus
- Developer : Untuk biaya, dengan frekuensi waktu, apakah sudah sesuai/ terlalu rendah/terlalu tinggi?
- Parent 2 : Sudah pas kok mbak, tidak terlalu mahal

APPENDIX E
FIELD NOTES

1. The FEC 2015 Workshop

December 2014

The workshop were attended by the EFC lecturers: Ibu Nury, Ibu Lusi, and Ibu Yuniar. They listen to the presentation from the EFC students explaining about the FEC planning. The presentation was divided into two section. The first section was about the management side such as the management officers and the duties and the planning, and the second section is about the academic side especially telling about the syllabus and lesson plans.

After the presentation, bu Nury gave some comments as follows.

“Planningnya sudah bagus, tinggal nanti ketika implementasi harus konsisten dan harus siap siaga jika apa yang terjadi di lapangan berbeda dengan apa yang sudah direncanakan. Sarannya, dalam membuat planning tidak cukup satu planning saja, tetap dipersiapkan plan B, plan C, plan D dan seterusnya, untuk jaga-jaga”

The other EFC lecturers said that the planning was good, and there was no significant revision. The following are the conclusion of the evaluation, comment, and feedback from the EFC lecturers.

- a. The director should control every sections individually and making sure that everything run well
- b. The secretary should be ready to make any letters and proposals, arranging good schedule of registration, and making weekly report of each section
- c. The treasurer should record every single income and outcome in detail
- d. The sponsorship section should give as benefit as possible to get more funds and media partner
- e. The tools and equipment section should prepare the room and location for each meeting such as teaching and learning process and outdoor and indoor agenda. It should be prepared well.

- f. The publication & marketing, decoration and documentation section should document every single event and promote the program everywhere
- g. The academic section should have good coordination with all of the teachers of FEC
- h. The event section should extra work to prepare as good as every outdoor events of FEC

For the academic side, the syllabus for every level was good and the teachers should be creative to manage the class. It needed to write the lesson plans for each meeting

2. The teaching and learning process

Level	Topic	Description
Meeting 1: Monday, March 2, 2015		
Kindie	Opening, Introduction	We learned how to introduce one self. Teh students were so excited. In the first meeting, they did not shy to be active in the class. However, Hildan, one of the students, was cry and did not want to join the class but at the end of the class he wanted to join.
L1	Opening, Introduction	
L2	Opening, Introduction	
L3-4	Opening, Introduction	
L5	Opening, Introduction	
Meeting 2: Wednesday, March 4, 2015		
Kindie	Greeting, Introduction	We sang Hello song and Good morning song. After that we connected the dots of good morning, good afternoon, good evening and good noight letters. The students were able to finish that so fast and did it well. Then they colored the letters, the pictures of doctor, nurse and their friends. The one who finished would get the stars from the teachers
L1	Greeting, Introduction	The class began with remembering how we greet people started from morning up until the night. We sang "The Greeting Song" with dance. After that, we drew our nicknames and try to greet and introduce ourselves one by one in front of the class.
L2		
L3-4		We start the class by singing "Hello" song. Students write the expression on board. Then, we played the Throwing Ball game. The student who catches the ball must ask the other students to say the name of the person who threw the ball. Next, students are asked to draw a stickman on a paper and write their names. They are doing great in making the mind map.
L5		
Meeting 3: Friday, March 6, 2015		

Kindie	Introduction	The students were very excited in playing What's your name? game. After played that game, the students were asked to color and connect the dots about introduction.
L1	Introduction and Parting	We started the class with "What's your name song". Then we played "The Name" game to introduce ourselves and others. The students divided into two groups. We provided "starts" for the group who won the game by sticking it on their presence board. The class closed by singing "Goodbye song" together.
L2		
L3-4		Students brought a photo then they asked to tell about the photo. But before that we sang I like English and How are you? song.
L5		
Meeting 4: Monday, March 9, 2015		
Kindie	Family	We started the class by singing finger family song. Then we cut pictures. The teacher gave pictures to make the students' own family tree.
L1	Family	We sang Fingers Family. Firstly, we watched the video and after that we acted and sang the song in that video three times. Then we made a little circle. Teachers shared family puppet and asked students to sing family song based on the puppet they handled. Then, the teachers asked the students to draw their family members who they loved the most. At the end, we reviewed the materials by playing the song again.
L2		
L3-4		We open the class by warming up using the "If You're Happy" song. Then teacher explained the today's topic. Students were already familiar to family vocabulary. So the teachers asked the students to write on the board one by one. The teachers did drilling on how to pronounce the words. After that, the students did the family worksheet. Next was the story telling time with "Goldilocks and the Three Bears".
L5		
Meeting 5: Wednesday, March 11, 2015		
Kindie	Jobs	We mentioned some kinds of jobs. The students got input from the flashcards and songs given by the teacher. The next activity was matching jobs on the left and the transportation on the right side.
L1	Family	The class was begun by reviewing about greeting and family. After that we watched video, sang and danced the Greeting song and Fingers family song. The teacher added more vocabularies related to the family such as aunt, uncle, grandma, grandpa and the like. The teacher then read the Monster Family story. After that the students made their own family tree. We

		closed the class by doing the reviewing, closing prayer.
L2		
L3-4	Daily activities	We sang Days of the week and months song. Then we made a draft of students' activities in a week. We planned to present it next week.
L5		
Meeting 6: Friday, March 13, 2015		
Kindie	Colors	We colored the rainbow given by the teacher. We also sang the muffin colors song. After that, we made a "kincir".
L1	Colors	
L2		
L3-4	Foods and Beverages	Students are very interested in listening and watching the hungry dragon video. They are actively doing the task on the worksheet. After that, the students tell their favorite food and drink to the others in front of the class.
L5		
Meeting 7: Monday, March 16, 2015		
Kindie	Fruits	The teacher read the story about the very hungry caterpillar. The activities were arranging the fruits that the teacher had mentioned before and making it into a good story. Then the students should sing Hockey Pokey using the fruit flashcards.
L1	Number and Shapes	Firstly, we reviewed what we have learned in the previous meeting. Then we added the material. Teacher gave examples about the shape. Teachers provided an exercise in order to make sure their understanding of those three combining materials (Colors, Numbers, and Shapes). So the students should make a particular shape with a particular colors and numbers like three red circles and two blue triangles.
L2		
L3-4	Parts of the Body	We learnt some vocabularies about the parts of the body such as head, shoulders, ears, eyes, mouth, etc. We sang "Head, Shoulders", "Hockey Pokey" and "Pinocchio" song. Then, we also played labeling to the body.
L5		
Meeting 8: Wednesday, March 18, 2015		
Kindie	Campus Grand Tour	At first the students joined to the dentist Seminar then they practiced how to brush their teeth correctly. Students came to the three Pos. In Pos 1, students arranged the family puzzle then sang finger family song. In Pos 2, students matched the pictures about the jobs. In the last Pos, students played color mixing and guessed the name of the color in English. Not only fix the activity in each Pos but also the students

		knew about the buildings around the campus and the function of them.
L1	Campus Grand Tour	We had seminar on dentistry. Students learned about how to brush their teeth. Then we walked around the campus and reviewed the materials by doing the games in each Pos. In the Pos 1, we reviewed the colors. Then in the second Pos we learned about the number and family in the Pos 3. After that we ate our snack.
L2	Campus Grand Tour	
L3-4	Campus Grand Tour	The first is seminar on dentistry. After that, the students practiced how to brush their teeth. Then, we went to Pos 1, Pos 2 and Pos 3. In each Pos the students did the task reviewing the materials. At the end of the campus grand tour, we eat the snack and went home.
L5	Campus Grand Tour	
Meeting 9: Friday, March 20, 2015		
Kindie	Fruits	First we sang fruit song. The activities are giving the input by using the flashcards on fruits, coloring the fruits and drawing the favorite fruits.
L1	Fruits	The teacher introduced the fruits and mentioned some vocabularies related to it. Then we sang "I Like Apples" song. After that the students played Fun and Smart game then matched the pictures. We also named the pictures. The class ended by reviewing the materials and did the closing prayer.
L2		
L3-4	Clothes and Weather	We arranged some pictures and sentences using flannel sticky pictures and vocabulary. We also cut and stocked the clothes from magazine into a paper based on some themes like sunny, rainy, cloudy, and so on.
L5		
Meeting 10: Monday, March 23, 2015		
Kindie	Numbers	We connected the dots about number 1 up to 10. Then we matched the numbers in correct shapes. After that we sang Number Jumps song.
L1	Jobs	We did the opening prayer, checking attendance list, and reviewing the last material. We learned about jobs by cutting the pictures. We did the quiz and reviewed the material.
L2		
L3-4	Jobs and Occupations	First we learnt about the vocabulary of some jobs. Teachers gave the clue about the job and students guess the jobs. Next, students played the missing flashcards. They could guess without clue. Then the next activity was Bingo. We made 4x4 Bingo and play it well and fun. The last was asking students about their dream job. Ask them to present the thing

		they have already brought.
L5		
Meeting 11: Wednesday, March 25, 2015		
Kindie	Vegetables	We learned about vegetables. We cut some pictures about vegetables.
L1	Vegetables	First students learned about the name of vegetables. Then we sang the vegetables song. After that, the teacher gave a piece of paper for each student. The students should do the survey game with the given paper. Each student asked another students about their favorite vegetables they wrote the result by giving (✓) if yes and (–) if no.
L2		
L3-4	Feelings and emotions	We learnt to draw some emotions such as happy, angry, sad, scared, sleepy, and so on.
L5		
Meeting 12: Friday, March 27, 2015		
Kindie	Vegetables	We were reviewing about greeting and introduction, family, numbers, vegetables and fruits.
L1	Vegetables	We reviewed the materials that we have learned from the first meeting up till this meeting. Then we distributed the worksheet containing family, colors, numbers, shapes, fruits and jobs. The students did the worksheet.
L2		
L3-4		It was an evaluation or mid-test. The materials are clothes, Daily activities, foods and drinks, introduction, days, and weathers. We made the evaluation in the form of writing test. We made 5 posts and there was one worksheet on every post.
L5		
Meeting 13: Monday, March 30, 2015		
Kindie	Picnic	We did the “Going to The Zoo” song. We also guessed and staked the zoo animals pictures to the flannel board. Some of the students were sleepy and tired, some were very hungry. The teacher gave break time a little bit more so that the students were able to take a break for a while.
L1	Picnic	The students asked to bring some foods and ate together. Students also prepared a present. Before we ate our meals together, we played game called memorizing game. Each student mentioned their own favorite and the rest of the students should memorize it. Then the teacher collected all the presents and distributed it randomly to the students. That was our picnic.
L2	Picnic	
L3-4	Picnic	We were studying about food and beverages that was covered in the form of picnic. We ate together but before that we played games called “Guessing what?”

		One student told about particular food and beverage and the others guessed what that was.
L5	Picnic	
Meeting 14: Wednesday, April 1, 2015		
Kindie	Animals (Zoo)	
L1	Parts of the Body	We learned about the parts of the body and sang Head and Shoulder song. We did the worksheet and played the game. Students also labeled the pictures given by the teachers.
L2		
L3-4	Animals	We learned about animals' descriptions and noises. First, we listened the story and then did the worksheet. Next we played animals action. Then, we played the animal's match-up activity.
L5		
Meeting 15: Monday, April 6, 2015		
Kindie	Animal (Farm)	
L1	Parts of the Body	
L2		
L3-4	Transportation	After the class opened, the students were asked to do the treasure hunt. They had to find transportation vocab flashcards. Then we categorized the vehicles to land, water and air. Students were asked to draw a vehicle. The best drawing got one star. Next was crossword game. After break time, we sang the "Wheels on The Bus" song and re-enacted the song by lining up as if we sit in that bus.
L5		
Meeting 16: Wednesday, April 8, 2015		
Kindie	BBQ	
L1	BBQ	We were studying about introducing our self, mentioning our favorite food and what we want to be in the future. Those materials were wrapped by an interesting outdoor activity called BBQ. Each material given in each Pos and totally we had three Pos.
L2	BBQ	
L3-4	BBQ	
L5	BBQ	
Meeting 17: Friday, April 10, 2015		
Kindie	Parts of the Face	We learned about the parts of the body that was the parts of the face. We cut and stacked the part of the body in the picture of the face. And then we colored that face.
L1	Animals/pets	The teacher showed some pictures of animals in the slide. Then teacher asked the students to make the pictures. After that we played game. The students were asked to match the vocab and the picture of the animals. At the end of the meeting, teachers reviewed the materials by singing the song.

L2		
L3-4	Transportation	We played a game called Hint and Draw. The students drew some transportation based on one particular shape given by their friends. We also learnt tongue twister.
L5		
Meeting 18: Monday, April 13, 2015		
Kindie	Parts of the Face	We prepared for the closing and graduation ceremony. We practiced "I'm a little tea pot" then we played "the Wheels on the Bus" song.
L1	Animals/pets	We did the daily routine such as greeting, checking attendance list and saying opening prayer. After that we reviewed the last material and then we drew a mask. We drew, colored and cut it. We also played game and sang songs.
L2		
L3-4	Public Places	We started the class with opening routine. Then we went straight to the treasure hunt game. Students could find many vocab cards. After that stocked the cards to the board. Guided the students to translate the words. Then the students filled in the "Let's Visit" worksheet. After that, students listened to the Spy Cat story and filled in the worksheet.
L5		

APPENDIX F
THE DUTIES OF THE MANAGEMENT OFFICERS

The management officers and the duty(s)

No.	The Officers	Duty(s)
1.	Director	a. Supervising the program from the beginning of the program, during the program and even after the program
2.	The secretary	a. Making proposals b. Administering the registration c. Making and managing the mailing d. Arranging meetings of FEC committee e. Note-taking during every meeting of FEC committee f. Making and receiving telephone calls g. Being the vice director whenever the director is getting sick or going somewhere for a particular business
3.	The treasurer	a. Managing the FEC financial especially controlling the outcome b. Recording & budgeting the amount of money both income and outcome in detail
4.	The sponsorship section	a. Listing some companies that want to give donation for FEC program b. Looking for media partner c. Helping the committee to gain fund resources
5.	The tools and equipment section	a. Providing equipment needed during the program b. Preparing the place for FEC 2015 activities both the indoor and outdoor activities
6.	The consumption section	a. Supplying the foods and beverages needed during FEC activities
7.	The publication & marketing,	a. Designing the logo of FEC and the mascot (optional)

	decoration, and documentation section	<ul style="list-style-type: none"> b. Designing the pamphlets and brochures, the social media banner, the official stamp, the stickers and keychain, the T-shirt and bag, the diary book, the academic calendar, the committees and children's ID-cards, the registration and welcoming banners, the promotional video, and the certificates and achievement report c. Promoting the FEC in social media d. Distributing the brochure and pamphlets in public places e. Decorating the stage for the opening of FEC, dental seminar, and closing performance and graduation f. Capturing and recording every single event for the FEC program
8.	The event section	<ul style="list-style-type: none"> a. Preparing the outdoor activities in detail starting from deciding the setting, arranging the rundown, and explaining the procedures b. Surveying location for outdoor activities
9.	Academic section	<ul style="list-style-type: none"> a. Dividing the levels and the homeroom teacher b. Developing the FEC syllabus and the lesson plans for all levels c. Making the list of media inventory d. Providing the forms to write the vignette of teaching and learning process for the teachers e. Arranging the teaching schedule for all teachers

APPENDIX G
THE PRODUCT OF THE MANAGEMENT OFFICERS

1. The Secretary

Daftar Surat Keluar Fun English Club 2015

No.	Nomor Surat	Tanggal Keluar	Alamat Surat	Kepentingan
1	01/FEC/FBS/UNY/XII/14	9 Desember 2014	Kepala sekolah	Izin Promosi Kegiatan <i>Fun English Club</i> 2015
2	02/FEC/FBS/UNY/I/15	7 Januari 2015	Wakil Dekan II FBS UNY	Permohonan Izin Peminjaman Tempat
3	03/FEC/FBS/UNY/I/15	8 Januari 2015	Stakeholder/sponsor	Permohonan Kerjasama Sponsor <i>Fun English Club</i> 2015
4	04/FEC/FBS/UNY/I/15	8 Januari 2015	Kepala Humas dan Protokoler UNY	Permohonan Izin Promosi Kegiatan <i>Fun English Club</i> 2015 di Website UNY
5	05/FEC/FBS/UNY/I/15	15 Januari 2015	Wakil Dekan II FBS UNY	Permohonan Izin Mendirikan Stan Pendaftaran <i>Fun English Club</i> 2015
6	06/FEC/FBS/UNY/I/15	15 Januari 2015	Wakil Dekan II FBS UNY	Permohonan Izin Menggunakan Ruang Kelas C15
7	07/FEC/FBS/UNY/I/15	15 Januari 2015	Wakil Dekan II FBS UNY	Permohonan Izin Peminjaman Tempat
8	08/FEC/FBS/UNY/I/15	15 Januari 2015	Wakil Dekan II FBS UNY	Permohonan Izin Peminjaman Tempat
9	10/FEC/FBS/UNY/II/15	25 Februari 2015	Kepala Subag Perlengkapan UNY	Permohonan Peminjaman Bis UNY (versi 1)

10	11/FEC/FBS/UNY/II/15	24 Februari 2015	Bapak Dekan Fakultas Bahasa dan Seni	Undangan <i>Opening Fun English Club 2015</i>
11	12/FEC/FBS/UNY/II/15	25 Februari 2015	Dosen English for Children	Undangan <i>Opening Fun English Club 2015</i>
12	13/FEC/FBS/UNY/II/15	25 Februari 2015	Bapak Ketua Jurusan Pendidikan Bahasa Inggris	Undangan <i>Opening Fun English Club 2015</i>
13	14/FEC/FBS/UNY/II/15	27 Februari 2015	Instructor Dental Seminar	Undangan Pemateri <i>Campus Grand Tour FEC 2015</i>
14	15/FEC/FBS/UNY/III/15	23Maret2015	Wakil Rektor II UNY	Permohonan Keringanan PeminjamanBis UNY
15	16/FEC/FBS/UNY/III/15	23 Maret 2015	Orangtua/Wali Siswa <i>Fun English Club 2015</i>	Undangan <i>Parents' Meeting of FEC 2015</i>
16	17/FEC/FBS/UNY/IV/15	22 April 2015	Orangtua/Wali Siswa <i>Fun English Club 2015</i>	Undangan <i>Closing Performance of FEC 2015</i>
17	18/FEC/FBS/UNY/IV/15	22 April 2015	Bapak Dekan Fakultas Bahasa dan Seni	Undangan <i>Closing Performance of Fun English Club 2015</i>
18	19/FEC/FBS/UNY/IV/15	22 April 2015	Bapak Ketua Jurusan Pendidikan Bahasa Inggris	Undangan <i>Closing Performance of Fun English Club 2015</i>
19	20/FEC/FBS/UNY/IV/15	22 April 2015	Dosen English for Children	Undangan <i>Closing Performance of Fun English Club 2015</i>
20	21/FEC/FBS/UNY/IV/15	22 April 2015	Pengurus Masjid X	Peminjaman Bambu

The treasusrer

A. PEMASUKAN

No.	Nama	Jumlah	Harga	Total
1	Dana practicum of EFC		1.120.000	1.120.000
2	Dana PLA WD3		1.900.000	1.900.000
3	Kas kelas	272	10.000,00	272.0000
4	Registrasi Peserta	31	15.000,00	465.000
5	School fee Maret			
	Tipe 1	9	150.000,00	1.350.000
	Tipe 2	20	175.000,00	3.500.000
	School fee April			
	Tipe 1	9	150.000,00	1.350.000
	Tipe 2	19	175.000,00	3.325.000
	Tipe 3	3	100.000,00	300.000
6	Dana penjualan voucher		160.000,00	160.000,00
7	Dana penjualan souvenir		557.000,00	557.000,00
8	Dana sisa olive	2	10.000,00	10.000,00
			TOTAL	16.757.000,00
Note: School Fee tipe 1: untuk 10 pendaftar pertama School Fee tipe 2: selain 10 pendaftar pertama School Fee tipe 3 siswa baru hanya mengikuti 1 minggu kegaitan				

B. PENGELUARAN**1.KESEKRETARIATAN**

No.	Nama	Jumlah	Harga	Jumlah
1	Cutter	1	7.000,00	7.000,00
2	Isolasi BB nachi	1	8.675,00	8.675,00
3	Tinta	1	2.000,00	2.000,00
4	ST. Pad joyko	1	4.500,00	4.500,00
5	Photocopy		12.000,00	12.000,00
6	Kuitansi		1.200,00	1.200,00
7	Amplop kop UNY	10	500	5000
8	Amplop Kop UNY	15	500	7500
9	Kenko stapler		6.000,00	6.000,00
10	Penggaris butterfly		1.800,00	1.800,00
11	Map tali kancing	2	3.000,00	6000
12	Buku kas		5.500,00	5.500,00
13	Amplop		7.500,00	7.500,00
14	Pulsa		11.000,00	11.000,00
15	Pulsa		11.000,00	11.000,00
16	Kwitansi	2	950	1900
17	Kiky nota		1.500,00	1.500,00
18	Materai		6.500,00	6.500,00
19	FC amira		18.000,00	18.000,00
20	Patafix		21.000,00	21.000,00
21	Double tape		7.500,00	7.500,00
22	Print amira		3.500,00	3.500,00
23	Materai+FC		11.500,00	11.500,00
24	Map toko merah	2	1.900,00	3800
25	Amplop+print		19.700,00	19.700,00
26	Map biasa	37	500	18500
			TOTAL	210.075,00

2.ACARA

No.	Nama	Jumlah	Harga	Jumlah
1	Outbound banyu sumilir		2.600.000,00	2.600.000,00
			TOTAL	2.600.000,00

3.

3.PERLENGKAPAN

No.	Nama	Jumlah	Harga	Jumlah
1	Fee petugas kebersihan		200.000,00	200.000,00
2	Mama lemon greentea		1.900,00	1.900,00
3	Kantong plastik		9.400,00	9.400,00
4	Jaring cuci	3	2.400,00	7200
5	Kantong plastik sampah	3	4.100,00	12300
6	Napkins multi		3.350,00	3.350,00
7	Sleek sabun cuci tangan		12.475,00	12.475,00
8	Tisu multi		7.655,00	7.655,00
9	Pisau roti		4.100,00	4.100,00
10	Arang	5	5.000,00	25000
11	Sewa megaphone		15.000,00	15.000,00
12	Sewa megaphone		35.000,00	35.000,00
13	Formula sikat gigi	2	16.175,00	32.350,00
14	Formula sensitive pck		16.175,00	16.175,00
15	Toothpaste formula		6.275,00	6.275,00
16	Sewa bis		400.000,00	400.000,00
17	Petugas closing		200.000,00	200.000,00
18	Petugas (akhir)		200.000,00	200.000,00
			TOTAL	1.188.180,00

4.

4. SPONSORSHIP

No.	Nama	Jumlah	Harga	Jumlah
1	Photocopy MoU		5.000,00	5.000,00
2	Materai	2	6.500,00	13000
			TOTAL	18.000,00

5.

5. AKADEMIK

No.	Nama	Jumlah	Harga	Jumlah
1	Kertas A4		2.000,00	2.000,00
2	Print		23.200,00	23.200,00
3	Perekat	2	2.200,00	4400
4	Map jenia	6	2.400,00	14400
5	Kain flanel	11	1.600,00	17600
6	Origami 16x16	2	6.300,00	12600
7	Origami 14x14		5.000,00	5.000,00
8	Tape naichi		600	600
9	Label		2.000,00	2.000,00
10	Kertas Asturo	4	2.000,00	8000
11	Kertas mas kuning		1.100,00	1.100,00
12	Gabus 2 cm		5.400,00	5.400,00
13	Asturo warna	3	2.200,00	6600
14	Print duta		3.240,00	3.240,00
15	Print copy		5.550,00	5.550,00
16	print copy		4.590,00	4.590,00
17	print duta		5.000,00	5.000,00
18	print duta		20.000,00	20.000,00
19	print		3.000,00	3.000,00
20	Print duta		19.200,00	19.200,00
21	Fc amira		8.000,00	8.000,00
22	FC LA		19.000,00	19.000,00
23	Print		14.900,00	14.900,00
24	Print warna 3M		18.500,00	18.500,00
25	Duta print		11.900,00	11.900,00
26	Amira FC		2.500,00	2.500,00
27	Ortindo		13.600,00	13.600,00
28	Kopma design kelas		12.000,00	12.000,00
29	Toko merah deSign kelas		13.400,00	13.400,00
30	Print		13.600,00	13.600,00
31	Print		11.000,00	11.000,00

32	Print		9.000,00	9.000,00
33	Kopma		79.900,00	79.900,00
34	Print		9.300,00	9.300,00
			TOTAL	400.080,00

6. KONSUMSI

No.	Nama	Jumlah	Harga	Jumlah
1	Workshop snack		67.400,00	67.400,00
2	Snack opening		104.500,00	104.500,00
3	Snack pembicara BBQ		17.800,00	17.800,00
4	Lotis		15.000,00	15.000,00
5	Lontong+sate		240.000,00	240.000,00
6	Kecap, dkk		14.700,00	14.700,00
7	Roti murni		100.000,00	100.000,00
8	OLIVE	31	6.000,00	186000
9	Nasi padang	4	10.000,00	40000
10	Snack fieldtrip		48.925,00	48.925,00
11	Snack closing (anak2)		30.000,00	30.000,00
12	Aqua 600ML	2	1.800,00	3600
13	Pelangi 240 ML	2	17.000,00	34000
14	Permen+pelangi		48.925,00	48.925,00
15	Konsumsi closing		150.000,00	150.000,00
			TOTAL	1.100.850,00

7. PUBLIKASI, DEKORASI, DOK.

No.	Nama	Jumlah	Harga	Jumlah
1	Cetak Sample pamflet 1xA3		3.900,00	3.900,00
2	Stampel		25.000,00	25.000,00
3	Kertas 3 rim	3	30.000,00	90000
4	Cetak Pamflet 80xA3	80	1.700,00	136000
5	Cetak Brosur I 1 Rim HVS		37.000,00	37.000,00
6	Cetak Sampel Proposal 2x+		40.500,00	40.500,00

	Potong Jilid			
7	Ganci 10x	10	4.000,00	40000
8	Cetak sticker	4	9.500,00	38000
9	Cetak Proposal Warna 4x	4	13.050,00	52200
10	Cetak Content Proposal 6x		7.000,00	7.000,00
11	Cetak Cover Proposal II 6x	6	2.000,00	12000
12	Banner Stand		24.500,00	24.500,00
13	Fisindo AP 6x		11.400,00	11.400,00
14	FC yusuf		9.900,00	9.900,00
15	Cetak Brosur 2 1 Rim HVS		37.000,00	37.000,00
16	Cetak cover proposal +10x		10.000,00	10.000,00
17	Cetak content proposal + jilid +10x		10.100,00	10.100,00
18	FC yusuf		3.300,00	3.300,00
19	Cetak Content Diary	30	880	26400
20	Cetak Cover Diary	30	1.000,00	30000
21	Potong & Jilid Diary	30	1.000,00	30000
22	Cetak Kaldik 30+		57.600,00	57.600,00
23	Cetak Property Opening A3	7	1.800,00	12600
24	Cetak Property Opening A3	7	2.000,00	14000
25	Cetak Cover Diary	4	900	3600
26	Cetak Content & Jilid Diary	4	1.875,00	7500
27	Potong Kaldik		5.000,00	5.000,00
28	Cetak Banner Welcome		18.000,00	18.000,00
29	Cetak contoh sertifikat		11.000,00	11.000,00
30	Beli Kertas Asturo	20	2.100,00	42000
31	Cetak properti closing	15	2.100,00	31500
32	Cetak report (24)	8	4.500,00	36000
33	Cetak properti tambahan closin	6	2.100,00	12600
34	Cetak report tambahan (4)		4.500,00	4.500,00
35	Cetak sertifikat (50)	25	4.500,00	112500
36	Cetak sticker vinyl	2	11.500,00	23000
37	Toko merah		17.400,00	17.400,00

38	Map toko merah		54.400,00	54.400,00
39	Opening		41.300,00	41.300,00
40	Tas furing		360.000,00	360.000,00
41	Kaos anak2	20	27.000,00	540000
42	Kaos dewasa	25	32.000,00	800000
43	Tambahan lengan panjang	14	10.000,00	140000
44	Batrai alkaline		25.500,00	25.500,00
45	Kertas asturo	12	2.100,00	25200
46	Kertas Plano	2	1.800,00	3600
47	Kertas Plano hitam	8	1.500,00	12000
48	Kertas asturo FL	6	2.100,00	12600
49	Print sertifikat		15.000,00	15.000,00
50	Kertas samson	6	1.200,00	7200
51	Bikin DVD I		60.000,00	60.000,00
52	Bikin DVD II		24.000,00	24.000,00
53	Bikin mug+ganci UGD I		192.000,00	192.000,00
54	Bikin mug UGD		42.000,00	42.000,00
55	Bikin mug+ ganci UGD II		196.000,00	196.000,00
56	Modal jualan souvenir		200.000,00	200.000,00
			TOTAL	3.833.800,00

C. TOTAL

PEMASUKAN		
No.	Rincian	Jumlah
1.	Total Pemasukan	16.757.000,00
PENGELUARAN		
No.	Rincian	Jumlah
1.	Sie Kesekretariatan	210.075,00
2.	Sie Acara	2.600.000,00
3.	Sie Perlengkapan	1.188.180,00
4.	Sie Sponsorship	18.000,00
5.	Sie Akademik	400.080,00
6.	Sie Konsmsi	1.100.850,00

7.	Sie Publikasi, Dekorasi & Dokumentasi	3.833.800,00
TOTAL		9.350.985,00
SALDO AKHIR		7.406.015,00

3. The Sponsorship Section

The sponsorship proposal



PILAK SQUASH/CHAMP PIL BULLSEY CLUB 108				
KONTAK/INVESTASI	PLATINUM	G.O.LD	SILVER	Bronze
penyandingan nomor/baga sponsor dengan ketinggian	✓	-	-	-
Spondasi (1 buah)	10.	L	M	S
Pumilus/lyos tier 800 buah)	10.	L	M	S
trokar (1.000 buah)	10.	L	M	S
Batu penghubung/pengapua (800 buah)	10.	L	M	S
soak (810 buah)	10.	L	M	S
ID Card (200 buah)	10.	L	M	S
Commercial break oleh MC	✓	✓	✓	✓
Pada/si setelah acara Facebook & Twitter etc. 2018	✓	✓	✓	✓
Hati memberikan brosur	✓	✓	✓	-
Pendirian stand	✓	✓	-	-
Penjualan spondasi/ banner penunahan	✓	✓	-	-
Biaya	≥ 800 % (≥ Rp 1.100.000,-)	≥ 75 % (≥ Rp 1.100.000,-)	≥ 50 % (≥ Rp 1.200.000,-)	≤ 25 % (≤ Rp 1.350.000,-)

**DESAIN FANFLET/POSTER PEMASARAN
FUN ENGLISH CLUB 2015**

COME JOIN US!

FUN ENGLISH CLUB 2015
Be Ready for Now, Be Great for Tomorrow

Fun English Club adalah program belajar bahasa Inggris untuk siswa TK & SD usia 5-12 tahun. Ayo bergabung bersama kami dan belajar Bahasa Inggris dengan cara yang ASYIK & MENYENANGKAN!

3 Kegiatan:
2 jam pertemuan di kelas per minggu
Berikut kami siapkan: Main, Sing, Dance, dan banyak...

5 Manfaat:
Bantu memahami bahasa, memperkaya kosakata bahasa Inggris, meningkatkan daya ingat, meningkatkan kepercayaan diri, dan menjadi orang yang...

TERBATAS!
Hanya untuk 100 anak!

Pendaftaran:
- 10 Januari - 15 Februari 2015
- 09.00 - 12.00 WIB
- Di Pemasaran, Gedung Kesenian F&S 3/1

Pendaftaran:
- Usia 5-12 tahun
- Menyampaikan Foto 200x150
- dan mengisi 1 lembar...

Biaya:
- Pendaftaran: Rp. 15.000,-
- 300.000,-
- 300.000,-
- 300.000,-

Info Lebih Lanjut:
- FunEnglish Club
- @fenglishclub
- @fenglishclub

Contact Person:
- Telfon: 021-6436-0345
- Telfon: 021-6436-0345





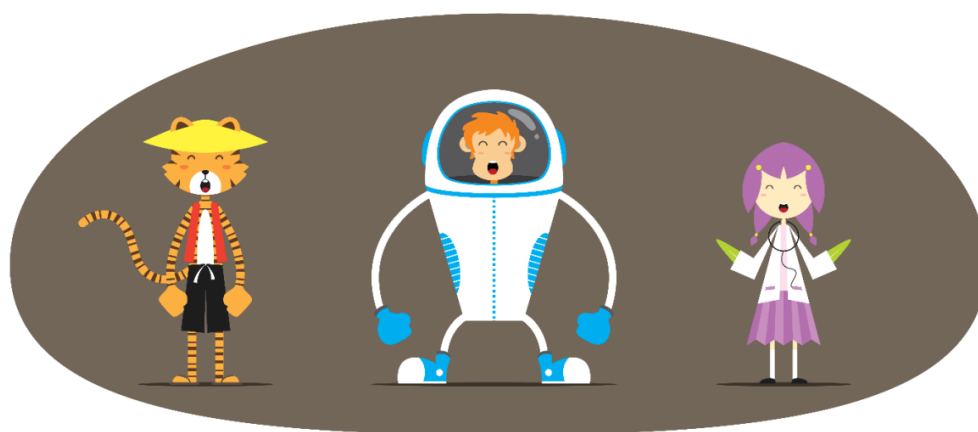
4. The Publication & Marketing, Design, and Decoration Section

a) The Logo of FEC2015



*Be Ready for Now,
Be Great for Tomorrow*

b) The Mascots of FEC2015



c) a. The Brochure of FEC2015

FUN ENGLISH CLUB 2015
Be Ready for Now,
Be Great for Tomorrow

FEC adalah program belajar Bahasa Inggris untuk anak-anak TK & SD usia 5-12 tahun yang di kemas dengan cara belajar yang asyik dan menyenangkan.

=WAKTU PELAKSANAAN=
Maret - April 2015
Pukul 15.30 - 17.00 WIB

=LEVEL PEMBELAJARAN=

- Kindie (usia TK)
- L1 (usia SD kelas 1)
- L2 (usia SD kelas 2)
- L3 (usia SD kelas 3)
- L4 (usia SD kelas 4)
- L5 (usia SD kelas 5)
- L6 (usia SD kelas 6)

=2 PROSES BELAJAR DALAM FEC=

"INDOOR CLASS"
Meliputi kegiatan bermain dan belajar di dalam kelas.

"OUTDOOR CLASS"
Meliputi kegiatan Grand Tour, Barbecue, Field Trip, dan Picnic untuk menumbuhkan rasa kebersamaan pada diri anak.

=FASILITAS=

- Kelas Nyaman • Mushola • UKS
- Dosen • Mentor spesialis B. Inggris untuk anak-anak
- Kaos • Tas • Diary • Sertifikat
- Rapor • Pengalaman Menarik

=PENDAFTARAN=
20 Januari - 25 Februari 2015
Pukul 11.00 - 16.00 WIB
Di Pendopo Tedjokusumo
Fakultas Bahasa dan Seni UNY

=SYARAT=

- Usia 5-12 tahun
- Menyerahkan foto close-up 3x4 warna sebanyak 2 lembar

=BIAYA=

- Pendaftaran: Rp. 15.000,-
- SPP untuk 2 bulan: Rp. 350.000,-*
(bisa diangsur 2x)
*Diskon 10% untuk 10 pendaftar pertama

TERBATAS!
Hanya untuk 100 anak~

Info Lebih Lanjut:

- FunEnglish Club
- @FEC2015
- 25F629B6

Contact Persons:

- Taufik (0898-9030-245)
- Intan (0857-4373-5367)

b. The Pamphlet of FEC2015

COME JOIN US!

FUN ENGLISH CLUB 2015

Be Ready for Now, Be Great for Tomorrow

Fun English Club adalah program belajar Bahasa Inggris untuk anak TK & SD usia 5-12 tahun. Ayo bergabung bersama kami dan belajar Bahasa Inggris dengan cara yang **asyik & menyenangkan!**

Kegiatan:
3 pertemuan di kelas setiap minggu, Grand Tour, Barbecue, Field Trip, Picnic, dan lainnya.

Fasilitas:
Kelas nyaman, dosen, mentor spesialis Bahasa Inggris untuk anak-anak, kaos, tas, sertifikat, pengalaman menarik, dan masih banyak lagi.

TERBATAS!
Hanya untuk 100 anak~

Pendaftaran:
📅 20 Januari - 25 Februari 2015
🕒 Pukul 11.00 - 16.00 WIB
📍 Di Pendopo Tedjokusumo FBS UNY

Persyaratan:

- Usia 5-12 tahun
- Menyerahkan foto close-up 3x4 warna (2 lembar)

Biaya:

- Pendaftaran: Rp. 15.000,-
- SPP untuk 2 bulan: Rp. 350.000,-*
(bisa diangsur 2x)
*Diskon 10% untuk 10 pendaftar pertama

Info Lebih Lanjut:
 FunEnglish Club
 @FEC2015
 25F629B6

Contact Persons:
 Taufik (0898-9030-245)
 Intan (0857-4373-5367)

d) Sponsorship Proposal



e) Social Media Banner

a. Facebook Banner



b. Twitter Banner



f) Stamp Design of Fun English Club



g) Stickers & Keychain Design



h) T-Shirt & Bag Design



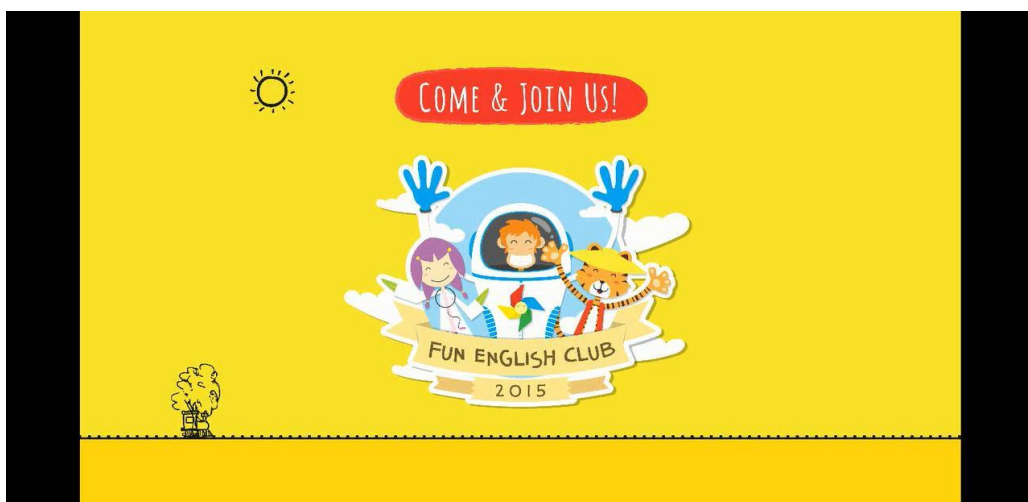
i) Diary Book



j) Registration & Welcoming Banner



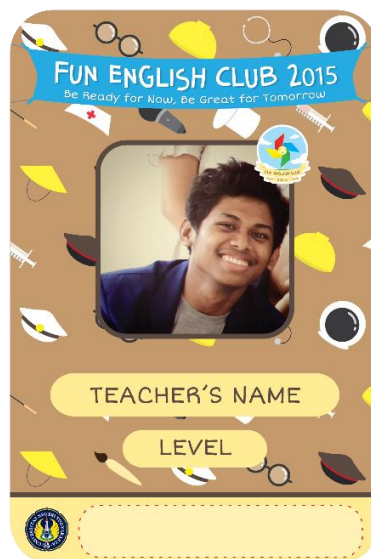
k) Promotional Video



l) Academic Calendar



m) ID Cards



n) Certificate and Achievement Report

a. Certificate



b. Achievement Report



5. The Event Section

RUNDOWN OPENING CEREMONY FEC 2015

No	Waktu	Kegiatan	TeknisKegiatan	PJ	PERLENGKAPAN
1	14,00 - 14.45	Briefing panitia	sieacara : siapkan juknis untuk semua panitia dan beri penjelasan ke masing2 sie.	Meta, Mc :	Presensi panitia, juknis,
			PDD, Perkap, Konsumsi, MC, Sekertaris, dan semua panitia hadir	Sarah, mira	Rundown acara
2	14.45 - 15,00	Pracara	Semua panitia menempati posisi masing2, MC : sarah dan amira, Meja presensi : Zida, Intan, Datik, among tamu : Ellyta, Rofi, Reisa,Meta, wardrobe : Dhian, Mb. Okta, Beti,Hanim,Taufik, Kameraman : Fajrul,Rayi	Ellyta	Rundown Acara, Bukutamu, Snack, Presensisiswa, bolpoin, kamera, Slide, Proyektor, Kaldik, Buku Diary, Microphone, HiasanKepala, Sound system, Jingle,
3	15.00	Mulairegistrasi	Panitia di posisi masing-masing, senyum, salam, sapa, santun =D bisa gantian buat sholat. Acara : Pastikan Bu Nury, Ketua, Wadek/ketua dies natalis/rektor sudah hadir. Back sound mulai diputer	Meta, Ellyta	SDA
4	15,15 -15.35	Pembukaan dan sambutan	MC: siap diatas panggung, Pengisi sambutan siap semua, PDD : foto2 ya!	Meta	Rundown, mic, kamera
5	15.35 - 15.45	Penjelasan kaldik	Sie akademik	Ellyta	

6	15.45 - 16.05	Pengenalan teachers dan theme song	PDD : foto ² , Perkap : Jingle. All teachers masuk dan perform, Perkenalan di pimpin oleh ketua panitia. Dancing time!	Meta	Mic, Sound, Jingle, Kostum
7	16.05 - 16.15	Closing dan pengarahan masuk kelas	MC :Menutup acara dan memberitahu walimurid untuk tetap berada ditempat. MC memanggil teachers dan meminta siswa dengan hiasan kepala yang sama untuk bergabung dengan teachers. Teachers yang sudah memiliki pasukan segera menuju kelas masing ² .	Ellyra	Mic, HiasanKepala, Kamera
8	16.15 - 17.00	Teachers' time	perkenalan, class introduction, mascot dan yel – yel kelas. Closing	Meta	
9	17.00	Evaluasi	Ketua panitia memimpin jalannya evaluasi. Bersih ² .	Ellyra	

RUNDOWNN CAMPUS GRAND TOUR FEC 2015

AGENDA	TIME	PLACE	PJ	ACTIVITY	EQUIPMENTS
BRIEFING	14.00 - 15.00	C15	Ellyta	Penjelasan Juknis, fiksasi tempat, pembagian job, Bersih2	Juknis, co card panitia dan peserta, P3K, kamera
PENGKONDISIAN	15.00-15.30	C15	Meta, MC : Fajrul dan Amira	penjemputan, pengumpulan kado silang (makanan), pembagian tas, pengarahan ke anak2 tentang grand tour, Pembagian co card	Tas FEC, tempat untuk pengumpulan kado,
Dentist seminar	15.30 - 16.00	C15	Meta	seminar	microphone, sound system, laptop, kamera, slide
PENGKONDISIAN	16,00 - 16,10	C15	Ellyta	GROUPING	
Start	16,10	C15	Ellyta	berangkat! pastikan pendamping tiap group sudah siap semua, estimasi waktu tiap pos 10 menit.	kotak p3k masing group ada, PDD Keliling buat foto2
POST A POST B POST C	16,10 - 16.55	GK IV PENDOPO TEDJO C 14	Dhian Datik Sarah		
FINISH	16.55 - 17.10	C15	Meta	semua group sudah sampai, tukar kado,makan dan me review kegiatan sebelumnya (perkelas dipimpin lead teacher masing2)	kado silang, tikar, wearless,kamera, snack
CLOSING	17.10 - 17.20	C15	Meta, MC : Fajrul dan Hanin	sayonara	
EVALUATION	17.20 - 17.40	C15	Ellyta	dipimpin ketua panitia	

RUNDOWN PICNIC

No.	Waktu	Kegiatan dan Teknis Kegiatan	Penanggung Jawab
1	13.00-14.00	Brefing committee	Meta → sekretariat fec Time keeper: sie. Acara PDD picnic: Azul, Rayi
2	14.00-15.00	Menyiapkan lokasi picnic Plan A: Pelataran GK 4 Plan B: Taman C14 Plan C: salah satu ruang kelas yang paling besar (jika hujan)	All committee - Sapu-sapu, mengkondisikan lokasi picnic siap digunakan - menentukan serta mengkondisikan lokasi pembelajaran outdoor per kelas
3	15.00-15.30	Penjemputan anak	Assistants teacher Plan A → diarahkan ke air mancur FBS Plan B → diarahkan ke GK 2. 107
4	15.30-15.40	Opening (doa, briefing peserta, jargon fec, yel2 kelas)	Ellyta Plan A → selatan air mancur FBS Plan B → GK 2. 107 PDD beraksi
5	15.40-15.50	Menuju lokasi pembelajaran outdoor (sekitar FBS) per kelas dan murid diserahkan wali kelas masing-masing.	Wali dan teacher per kelas. Plan A: lokasi outdoor sekitar kampus FBS, (mendekati tempat picnic), teacher diberi kebebasan untuk menentukan lokasi pembelajaran per kelas. Plan B: pembelajaran di kelas masing-masing (jika hujan)
6	15.50-16.10	- Melaksanakan aktivitas belajar mengajar sesuai kelas masing-masing dengan tema “food and drink” - Setelah pembelajaran teacher membagi undian group picnic.	Main teacher per level PDD beraksi
7	16.10-16.50	- Menuju lokasi picnic sesuai nomor undian - Mengumpulkan kado sesuai group picnic. - Duduk melingkar, jargon fec, perkenalan (nama,	Leader Group 1: Rofi Leader Group 2: Intan Sie. Pengumpulan kado per group: sie.

		kelas) - Makan bekal bersama, sharing, dan hahahihi bersama - Pembagian kado silang. (kado group 1 ditukar kado group 2) - Beres-beres dan menuju panggung GK 4, group 1-2 bersatu	Perkap fec (kado dikumpul di kotak/kardus/plastic) PDD beraksi
8	16.50-17.00	- Closing (review dikit, jargon fec, rolling-rolling prayer)	Ellyta → panggung GK 4 PDD beraksi

RUNDOWN BARBEQUE

No	Waktu	Kegiatan	Teknis Kegiatan
1	13.00-14.00	Briefing panitia + cek perlengkapan BBQ → Sekre.Fec	<ul style="list-style-type: none"> - Sie. Acara: bagi job desk, cek perlengkapan BBQ (Meta, Ellyta) - Sie. Konsumsi: sate+bumbu kacang, lontong, kecap, Saos/Sambal, galon, sabun+sponge (Hanim, Rayi, Okta) - Sie. Perkap: megaphone, tusuk (buatbakarbakso/sosis), pemanggang, kipas, arang, minyakatanah, ember, kressek sampah, pastikan ada air (krannyala) di dekat mushola GK.IV (Beti, reisa, Taufik) - Sie. PDD: kamera, laptop, speaker (Fazrul, Amira) - Sie. P3K: siapkan perlengkapan P3K (Sarah, Dian) - Sekretaris: siapkan surat izin gangguan keramaian sekitar PLA-GK IV, presensi, tanda pos, memastikan native bias ikut/tidaknya. - Penjaga pos: <p>Pink Pos → Okta: kecap, saos/sambal+bumbu kacang (depan gedung stage tari), Orange pos → Rayi: lontong+ kipas ipit(samping kanan PLA), Purple pos → Hanim: sate (taman sebelah galeri seni)</p> <ul style="list-style-type: none"> - Pemandu anak-anak: <p>Group ○ : Datik, Intan Group □ : Dian, Zida Group ▲ : Rofi, Sarah (kalau ada native, native-nya diikutkan gabung bersama pemandu)</p>
2	14.00-15.00	Persiapan BBQ → Panitia menuju Pos dan lokasi BBQ “Taman Sebelah Mushola GK.IV”	<ul style="list-style-type: none"> - Siapkan tempat BBQ, arang dan pemanggang - Pembagian porsi sate + lontong - Menyiapkan tempat duduk (gelar tikar) untuk makan dan haha hahi bersama - Menyiapkan Pos
3	15.00-15.45	Penjemputan anak+ OPENING → Diarahkan kumpul di dekat Air Mancur FBS depan GK.I	<ul style="list-style-type: none"> - leader opening: Ellyta (briefing anak-anak tentang BBQ, pengarahan pembagian tugas siswa untuk membakar, memotong lontong, dan menata piring diatas tikar di setiap kelompoknya) - time keeper Opening: Intan - pemandu anak → bertanggungjawab untuk menjemput, mendampingi, dan mengkondisikan anak-anaknya.

		untuk Opening	<ul style="list-style-type: none"> - PDD beraksi - Penjaga pos → bersiap di lokasi pos masing-masing dan bertanggungjawab terhadap barang yang ada di pos masing-masing. - Panitia lainnya mengkondisikan dan memastikan lokasi BBQ + pemanggang siap digunakan
4	15.45-16.00	Perjalanan menuju Pos	<ul style="list-style-type: none"> - Time keeper: Ellyta - Penjaga Pos Siap - Pink Pos → OKta: kecap, saos/sambal + bumbu kacang (depan gedung stage tari), Orange pos → Rayi: lontong + kipas ipit (samping kanan PLA), Purple pos → Hanim: sate (taman sebelah galeri seni) - Siswa bersama pemandu wajib menuju pos dan mengumpulkan barang/bahan untuk BBQ - Setiap sampai di pos wajib jargon FEC dan perkenalan satu-satu (nama + level)
5	16.00-16.25	BBQ Time → Membakar sate/sosis/bakso	<ul style="list-style-type: none"> - Time keeper: sie. Acara - Meta → Jargon FEC bersama recall bentar tentang pembagian tugas siapa yang bakar sate, potong lontong, siapkan piring - PDD play some songs (jingle fec, etc.)
6	16.25-16.45	Makan bersama	<ul style="list-style-type: none"> - Time Keeper: Sie. Acara - Makan bersama sambil keakraban satu dengan yang lain/ recall materi → sie. Akademik
7	16.45-16.50	Beres-beres	<ul style="list-style-type: none"> - Time keeper: Sie. Acara - Dengan panduan teacher/panitia, siswa mencuci peralatan makan dan membereskan ampah yang ada di sekitar
8	16.50-17.00	Closing → Halaman Depan GK.IV	<ul style="list-style-type: none"> - Time keeper: Meta - Pemandu mengarahkan siswa berkumpul bersama di halaman depan GK.IV untuk closing. - Ellyta: comment tgl BBQ bentar lanjut pimpin doa

RUNDOWN PARENTS' MEETING

Waktu	Kegiatan	Teknis Kegiatan
14.00-15.00	Briefing Panitia dan persiapan @Sekretariat FEC	<p>Penjelasan teknis parents meeting → ELL YTA</p> <p>Cek ruang untuk parents meeting dan menyiapkan segala sesuatu;</p> <ul style="list-style-type: none"> - Bendahara siap kuitansi dan catatan yang belum bayar SPP → ZIDA - Sekretaris siap dengan presensi orang tua → INTAN - MC → Amira - Sie Acara siap dengan penjelasan outdoor activity akhir maret-april → META - Sie Akademik memastikan setiap homeroom teacher sudah menyiapkan laporan akademik/progress report dari awal siswa masuk sampai akhir maret ini → ROFI - Home room teachers siap dengan laporan siswa per level → All Home Room Teacher
15.00 - 15.30	Penjemputan siswadan orang tua @Depan C15	Teachers per level menjemput siswa ke kelas kemudian mengarahkan orang tua ke ruangan parents meeting C15.203
15.30 – 15.40	Opening	MC → Amira Jangan lupa mengInformasikan untuk level kindie-L1 saat laporan akademik pindah ruang ke 205
15.40 – 16.10	Penjelasan outdoor activity Tanya Jawab @C15.203	<p>Sie Acara → Meta</p> <p>penjelasan general tentang outdoor activity;</p> <ul style="list-style-type: none"> • Picnic • BBQ • Field Trip
16.10-17.00	Penjelasan Akademik Tanya Jawab <ul style="list-style-type: none"> • KINDIE-L1 → @C15. 205 • L2-L5 → @C15.203 	<p>Setelah penjelasan general dari sieacara, orang tua diarahkan untuk penjelasan akademik oleh homeroom teacher per level.</p> <ul style="list-style-type: none"> • KINDIE-L1 → C15. 205 } Home room teacher • L2-L5 → C15.203 } per level <p>Setiap homeroom teacher wajib melaporkan progress report siswanya,</p>

		melakukan sharing bersama orang tua, dan jika ada orangtua yang terlambat homeroom harus menjelaskan kembali tentang hal-hal yang harus disiapkan untuk outdoor activity kedepan
--	--	--

RUNDOWN FIELD TRIP FEC 2015

No	Waktu	Kegiatan	Teknis Kegiatan
1	06.00-06.30	Brifing @SEKRE FEC	<p>Sie. Acara cek perlengkapan</p> <ul style="list-style-type: none"> - Konsumsi Keberangkatan: snack (Roti, permen untuk semua siswa, teachers, dosen)+air kemasan gelas (3 dus) → Zida, Rofi, Intan - Perkap: megaphone, kresek sampah → Beti+Reisa - P3K: obat merah, plester, minyak angin, tissue basah, dll. - Sekretaris: presensi, tulisan bis → home room teacher - Humas: memastikan dosen dan bis siap → Beti+Intan - PDD: kamera + handycam → Rayi, Amira, Hanim - Pendamping Lapangan → Fazrul+Ellyta, Taufik+Dian, Sarah+Datik - Pendamping Bus → Meta, Okta, Fazrul, Reisa
2	06.45-07.15	- Opening (greeting, prayer, cek kesiapan perlengkapan peserta) @Halaman PLA - Siswa menuju Bus	<ul style="list-style-type: none"> - MC → Meta - Wali siswa mengecek kelengkapan yang harus dibawa/digunakan peserta - Teacher yang sudah di BANYU SUMILIR → Amira, Rayi - Teacher Yang berangkat naik motor → sisanya (berangkat bareng dari FBS namun usahakan sampai duluan ke BANYU SUMILIR)
3	07.15-08.00	Meluncur ke BANYU SUMILIR	<ul style="list-style-type: none"> - Pendamping Bus mengkondisikan suasana di Bus (dona sebelum berangkat, cek jumlah penumpang bus, buat suasana bus semenarik mungkin)
4	08.00-12.00	OUTBOND	<p>BANYU SUMILIR OUTBOND on action</p> <p>→ Tentor BANYU SUMILIR, Pendamping Lapangan (bertugas smenjemah kaninstruksi dari tentor), (teacher yang lain ikut serta mendampingi dan mengawasi siswa)</p>
5	12.00-14.00	ISHOMA	<ul style="list-style-type: none"> - Setiap wali siswa bertanggungjawab untuk mendampingi dan membantu siswa membersihkan diri dan sholat - Membagi Snack, Makan Siang → Zida, Rofi, Reisa, Intan
6	14.00-14.15	BERES-BERES	Semua warga FEC 2015 membereskan dan mengecek kelengkapan masing-masing
7	14.15-15.00	SAYONARA kembali ke FBS UNY	Pendamping Bus mengkondisikan suasana di Bus (doa sebelum pulang, Cek jumlah penumpang bus)

EDARAN FIELD TRIP FEC 2015

EDARAN FIELD TRIP FEC 2015

Hari/tanggal: Minggu, 19 April 2015

Pukul: 07.00-15.30 wib

Lokasi: Banyu Sumilir, Sleman

Perlengkapan yang wajib dibawa siswa:

- Snack dan minuman secukupnya
- Kaos FEC (langsung digunakan ketika pemberangkatan), Baju ganti, Baju renang (optional), Topi (optional)
- Sepatu (langsung digunakan saat pemberangkatan), sandal ganti
- Obat pribadi
- Peralatan mandi
- Peralatan ibadah

^{*)}NOTES:

- ❖ Siswa wajib sarapan terlebih dahulu
- Siswa diantar sampai ke Pendopo Tejokusumo FBS UNY
(lokasi opening pemberangkatan field trip)

EDARAN FIELD TRIP FEC 2015

Hari/tanggal: Minggu, 19 April 2015

Pukul: 07.00-15.30 wib

Lokasi: Banyu Sumilir, Sleman

Perlengkapan yang wajib dibawa siswa:

- Snack dan minuman secukupnya
- Kaos FEC (langsung digunakan ketika pemberangkatan), Baju ganti, Baju renang (optional), Topi (optional)
- Sepatu (langsung digunakan saat pemberangkatan), sandal ganti
- Obat pribadi
- Peralatan mandi
- Peralatan ibadah

^{*)}NOTES:

- ❖ Siswa wajib sarapan terlebih dahulu
- Siswa diantar sampai ke Pendopo Tejokusumo FBS UNY
(lokasi opening pemberangkatan field trip)

RUNDOWN CLOSING PERFORMANCE AND GRADUATION FEC 2015

No.	Waktu	Kegiatan	TeknisKegiatan	Perlengkapan
1	06.15-07.00 Time Keeper: Meta	<ul style="list-style-type: none"> Koordinasi Panitia @Gk I. R Seminar 	<ul style="list-style-type: none"> Seluruh panitia sudah hadir pukul 06.15, toleransi terlambat 15' TIM Acara briefing dan cek masing-masing sie → ELLYTA Sekretaris mengecek kehadiran panitia dan menyiapkan presensi kehadiran siswa+ortu (buku tamu) → INTAN Perkap memastikan segala perlengkapan yang dibutuhkan SIAP PAKAI → BAITI-REISA PDD pastikan dekorasi tempat OK, PDD siap dengan kamera, handycam, sertifikat, souvenir graduation, dan slides (sponsor, dokumentasi kegiatan) → FAJRUL-RA YI-ZIDA Sie Konsumsi memastikan snack, makan, dan minum siap 	<ul style="list-style-type: none"> <input type="checkbox"/> Rundown <input type="checkbox"/> Presensi Panitia <input type="checkbox"/> Presensi Siswa/ Buku Tamu <input type="checkbox"/> Pena (min.3) <input type="checkbox"/> Kamera min.2 <input type="checkbox"/> Handycam 1 <input type="checkbox"/> Mic min. 4 <input type="checkbox"/> Sound system <input type="checkbox"/> LCD <input type="checkbox"/> Laptop 2 <input type="checkbox"/> Slides <input type="checkbox"/> Sponsorship+dokumentasi kegiatan FEC 2015 <input type="checkbox"/> Meja+Kursi <input type="checkbox"/> Snack <input type="checkbox"/> Makan untuk siswa <input type="checkbox"/> Makan untuk media partner <input type="checkbox"/> Sertifikat <input type="checkbox"/> 2Rapor <input type="checkbox"/> Souvenir Graduation <input type="checkbox"/> Perlengkapan Performances: Laptop, Musik/Lagu, Alat Musik, Properti Drama

		<p>dihidangkan/dibagikan → SARAH-DIAN</p> <ul style="list-style-type: none"> ○ Sie Performance memasukkan kesiapan anak-anak yang pentas, perlengkapan pentas, dsb → CLASSROOM TEACHERS ○ Sie. Akademik memastikan raport siswa → ROFI-DATIK-HANIM 	
2	<p>07.00-08.00</p> <p>Time Keeper: Ell</p>	<ul style="list-style-type: none"> • Pra Acara • Registrasi <p>@Gk I. R Seminar</p> <ul style="list-style-type: none"> ○ Teachers makeover siswa yang akan tampil → Classroom Teachers ○ Semua panitia menempati posisi masing-masing: <ul style="list-style-type: none"> ▪ MC (Siap-siap) → Amira-Bimo L5 ▪ Meja presensi (Pastikan buku tamu, pena, souvenir FEC, snack+minum ortu) → Intan, Datik, Reisa ▪ Among tamu (Pastikan Bu Nury, Ketua, Wadek/ketua dies natalis/rector sudah hadir) → Ellyta, Rofi, Meta 	<ul style="list-style-type: none"> <input type="checkbox"/> Kostum <input type="checkbox"/> Makeup <input type="checkbox"/> Konsumsi <input type="checkbox"/> Rundown <input type="checkbox"/> Presensi Siswa/ Buku Tamu <input type="checkbox"/> Pena (min.3) <input type="checkbox"/> Kamera min.2 <input type="checkbox"/> Handycam 1 <input type="checkbox"/> Mic min. 4 <input type="checkbox"/> Back Sounds (Jingle FEC dan lagu anak-anak) <input type="checkbox"/> Slides <input type="checkbox"/> Sponsorship+dokumentasi kegiatan FEC 2015 <input type="checkbox"/> Sound system <input type="checkbox"/> LCD <input type="checkbox"/> Meja+Kursi <input type="checkbox"/> Sertifikat

			<ul style="list-style-type: none"> ▪ Wardrobe-Operator (Back sound-slides mulai diputer) → Baiti, Hanim, Taufik ▪ PDD (jepret jepret, shoot sana sini) → Fajrul, Rayi, Zida ▪ Konsumsi (bagikan konsumsi untuk panitia, siswa, tamu undangan, media partner) → Sarah-Dian <p>^{*)} JANGAN LUPA “senyum, salam, sapa, santun”</p>	<input type="checkbox"/> Raport <input type="checkbox"/> Souvenir Graduation	
3	08.00-08.30 Time Keeper: Sie.Acara	<ul style="list-style-type: none"> • Opening • Sambutan <p>@Gk I. R Seminar</p>	<ul style="list-style-type: none"> ○ MC mulai beraksi → Amira-Bimo L5 ○ Pengisi sambutan siap semua → Taufik, Bu Nury, Wadek/ketua dies natalis/rektor) ○ PDD tetap menjalankan tugasnya bersama kamera/handycam → Fajrul, Rayi, Zida 	<input type="checkbox"/> Mic <input type="checkbox"/> Kamera <input type="checkbox"/> Handycam <input type="checkbox"/> Slides Sponsorship + dokumentasi kegiatan FEC 2015	
4	08.30-10.00 Time Keeper: Sie.Acara	<ul style="list-style-type: none"> • Performances <p>@Gk I. R Seminar</p>	<ul style="list-style-type: none"> ○ MC siap memanggil siswa-siswi yang akan perform → Bimo-Amira 1) Solo traditional dance “ ” → L3-4: 2) Group Dance “Open Shut Them” → Kin 3) Reading a Poetry “Friendship” → L5: 4) Group Dance “I’m a Little Teapot” → Kindie-L1: Girls 	<input type="checkbox"/> Mic <input type="checkbox"/> Kamera <input type="checkbox"/> Handycam <input type="checkbox"/> Slides Sponsorship + dokumentasi kegiatan FEC 2015 <input type="checkbox"/> Perlengkapan Performances:	

			<p>5) Singing “ Superman” → L3-4: 6) Drama “ Little Red Riding Hood” → L3-4-5: 7) Group Dance Jingle FEC “When I Grow Up” → L2: All members</p> <ul style="list-style-type: none"> Setelah semua siswa pentas, siswa dan teachers maju kedepan bergandengan tangan dan menyanyikan “The More We Get Together” (iringan music bisa dari L3-4/Mp3) 	<p>Laptop, Musik/Lagu, AlatMusik, Properti Drama/Tari</p>	
5	<p>10.00-11.30 Time Keeper: Sie.Acara</p> <ul style="list-style-type: none"> Graduation Ceremony Class Photo Session <p>@Gk I. R Seminar</p>	<ul style="list-style-type: none"> MC memanggil siswa satu persatu urut sesuai level menuju ke panggung untuk menerima sertifikat kemudian siswa sekelas photo bersama teachers + Bu Nury selaku Pembina FEC di panggung *Photonya 2x jepret aja (Gaya Formal dan Gaya Bebas, *photo kelas pakai seragam FEC 2015) *Yang menyerahkan sertifikat: dosen EFC/pejabat yg hadir <ul style="list-style-type: none"> PDD jepraiepretyaa... 😊 Setelah Class Photo Session siswa diarahkan duduk untuk closing dan doa → MC and Teachers 	<ul style="list-style-type: none"> MC menutupa cara 	<ul style="list-style-type: none"> <input type="checkbox"/> Back sounds samar-samar <input type="checkbox"/> Mic <input type="checkbox"/> Kamera <input type="checkbox"/> Handycam <input type="checkbox"/> Slides Sponsorship + dokumentasi kegiatan FEC 2015 <input type="checkbox"/> Sertifikat <input type="checkbox"/> Raport 	
6	<p>11.30-selesai Time Keeper: Sie.Acara</p>	<ul style="list-style-type: none"> Closing Beres-Beres <p>@Gk I. R Seminar</p>	<ul style="list-style-type: none"> MC menutupa cara 	<ul style="list-style-type: none"> <input type="checkbox"/> Sound system <input type="checkbox"/> LCD <input type="checkbox"/> Mic 	

			<ul style="list-style-type: none"> ○ Panitia Beres-beres 	<ul style="list-style-type: none"> <input type="checkbox"/> Kamera <input type="checkbox"/> Handycam <input type="checkbox"/> Slides Sponsorship + dokumentasi kegiatan FEC 2015 	
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6. The Academic Section

Grade	Name of Class	Teachers
Kindie	Doctor	Amira , Rayi, Taufik, Dian, Meta,
L1	Farmer	Fajrul , Okta, Reisa, Beti
L2	Fire fighter	Zida , Elyta, Rofi
L34	Baker	Sarah , Intan
L5	Actor/actress	Hanim , Datik

Grade	Name of Class	Teachers
Kindie A	Nurse	Dian , Rayi, Taufik
Kindie B	Doctor	Amira , Meta, Reisa
L1	Farmer	Fajrul , Okta
L2	Firefighter	Zida , Ellyta
L3	Baker	Sarah , Rofi
L4	Painter	Intan , Beti
L5	Actor/Actress	Hanim , Datik
L6	Scientist	Datik* , Rofi*

JADWAL GURU PIKET

NO	TANGGAL	NAMA GURU PIKET	KETERANGAN
1.	2/3/2015		
2.	4/3/2015	Datik	
		Okta	
3.	6/3/2015	Sarah	
		Taufik	
4.	9/3/2015	Amira	
		Reisa	
5.	11/3/2015	Hanim	
		Dian	
6.	13/3/2015	Zida	Tidak berangkat
		Rofi	Diganti Datik
7.	16/3/2015	Beti	
		Meta	
8.	18/3/2015	Intan	GRAND TOUR
		Fajrul	
9.	20/3/2015	Rayi	
		Ellyta	
10.	23/3/2015	Datik	Diganti Rofi
		Okta	
11.	25/3/2015	Zida	
		Taufik	
12.	27/3/2015	Rofi	
		Reisa	
13.	30/3/2015	Sarah	PICNIC (Evaluation)
		Amira	
14.	1/4/2015	Meta	
		Intan	
15.	6/4/2015	Beti	
		Hanim	
16.	8/4/2015	Dian	BBQ
		Ellyta	
17.	10/4/2015	Rayi	
		Fajrul	
18.	13/4/2015	Zida	
		Okta	
19.	15/4/2015	Amira	
		Reisa	
20.	19/4/2015	Zida	Field trip
		Rofi	
21.	20/4/2015	Meta	Review (Evaluation)
		Intan	






22.	22/4/2015	Sarah	
		Taufik	
23.	24/4/2015	Rayi	
		Beti	
24.	26/4/2015	Hanim	
		Dian	

	2015 (FIELD TRIP)								
21	April 20 th , 2015	Dian	Amira	Fajrul	Zida	Sarah	Intan	Datik	Rofi
22	April 22 nd , 2015	Rayi	Meta	Okta	Ellyta	Rofi	Beti	Hanim	Datik
23	April 24 th , 2015	Taufik	Reisa	Fajrul	Zida	Sarah	Intan	Datik	Rofi
24	April 27 th , 2015	Dian	Amira	Okta	Ellyta	Rofi	Beti	Hanim	Datik


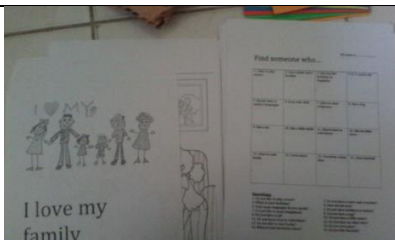




DAFTAR INVENTARIS







MEDIA PEMBELAJARAN





FUN ENGLISH CLASS


Tema	Nama Barang	Jumlah Item	Rincian konten media	Keterangan
Parts of the Body	- Flashcard	2 bendel		
Feelings	- Feeling coin flick game	2 item		
	- Flashcard	1 set		Lengkap 
Occupations	- Puppet	1 set	6 professions	Lengkap, baik 
	- Flashcards	2 set	Name and picture	Beberapa tempelan lepas 

				
Clothes	- Flannel sticky and colorful	1 set		
	- Flannel book	1 set		
Family	- Puppet	1 set (9 characters)		<p>Lengkap, baik</p> 

	- Flashcard	1 unit		
	- Worksheet			
	- Workbook	1 unit	I love my family.	
	- Task instruction: find someone who	1 unit, 9 copies		
Time	- Clock with shape	1 unit	Made of wood	
	- Memo cards and the set	1 set		
	- Clock	2 unit	Made from paper	

	- Flashcards of days	1 set		
	- Flashcard of months	1 set		
	- Game board games	2 set	1 with alphabetic, 1 with numbers, there is ular tangga in the back side of the board game	
	- Flashcards		Picture and description of time (how to say the time)	
	- Example tasks from students	1 set		
	- Clock and time description	1 unit/set		
Colors	- Flashcards	1 unit	A round character with colors in it	Lengkap, baik

					
	- Flashcards of colors and shape	1 set			
In the Classroom	- Flashcards				
	- Picture: untuk apersepsi				
Transportation	- Flashcard	7 set			
	- Task: coloring (worksheet)	2 set	satu set: satu lembar berisi satu macam alat transportasi, satu set yg lain: ada 8 alat transportasi dalam satu lembar		

Fruits	- Flashcards			
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Presence List of the Teachers

No	Name	Meeting (Date)																								Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		2/ 3	4/ 3	6/ 3	9/ 3	11 /3	13 /3	16 /3	18 /3	20 /3	23 /3	25 /3	27 /3	30 /3	1/ 4	6/ 4	8/ 4	10 /4	13 /4	15 /4	17 /4	19 /4	20 /4	22 /4	25 /4	
1	Miss Dian	✓	✓	✓	✓	✓	✓	✓	✓	i	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
2	Miss Ravi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24
3	Mister Taufik	✓	✓	✓	✓	s	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
4	Miss Amira	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	s	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
5	Miss Meta	✓	✓	✓	s	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
6	Miss Reisa	✓	✓	I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
7	Mister Fajrul	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24
8	Miss Okta	✓	✓	✓	✓	✓	✓	✓	✓	S	✓	✓	✓	✓	✓	✓	✓	✓	S	✓	✓	✓	✓	✓	S	21
9	Miss Zida	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	✓	21
10	Miss Elyta	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24
11	Miss Sarah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24
12	Miss Rofi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	S	S	✓	✓	✓	✓	-	✓	✓	-	✓	✓	20
13	Miss Intan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	S	✓	✓	✓	✓	✓	✓	23
14	Miss Beti	✓	✓	I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	S	✓	✓	✓	✓	✓	✓	22
15	Miss Hanim	✓	✓	✓	✓	✓	✓	S	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22
16	Miss Datik	✓	✓	✓	✓	✓	✓	✓	✓	I	✓	✓	✓	✓	✓	✓	✓	S	✓	✓	-	✓	-	✓	✓	20
	Total	16	16	14	15	15	15	15	15	13	16	16	16	15	14	16	16	14	12	15	15	16	14	15	15	

Students' Attendance List

FEC UNY 2015

Be Ready for Now, Be Great for Tomorrow

Class : Doctor (Kindergarten)
Teachers : Miss Dian, Miss Meta, Miss Amira, Miss Rayi, Mister Taufik

No	Name	Meeting (Date)																								Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		2/ 3	4/ 3	6/ 3	9/ 3	11 /3	13 /3	16 /3	18 /3	20 /3	23 /3	25 /3	27 /3	30 /3	1/ 4	6/ 4	8/ 4	10 /4	13 /4	15 /4	19 /4	20 /4	22 /4	24 /4	26 /4	
1	M. Nadhif Atha N.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
2	Hylimi Nauca Zaidan	√	√	√	√	√	√	-	-	√	-	√	√	√	√	√	√	√	√	√	-	√	√	√	√	21
3	Syarif Nur M. W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Banyu Woro Wismo	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
5	Arkananta lezuwansyah	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Abimaël Damas Ararya	√	√	-	√	√	√	√	√	√	√	√	√	√	√	-	-	√	√	√	√	√	√	√	√	21
7	Kayla Nisa Khairani	√	√	-	√	√	√	√	√	√	-	√	√	√	-	√	√	√	√	√	-	√	√	√	√	20
8	Naomi Adelia Zafirah H	√	√	√	√	√	S	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	23
9	M. Tsaqif Shafiq S	√	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	7	7	4	6	6	5	6	5	4	4	6	6	6	5	5	5	6	6	6	4	6	6	8	8	

Homeroom teachers,

Amira Kussumaningtyas

Students' Attendance List

FEC UNY 2015

Be Ready for Now, Be Great for Tomorrow

Class : Farmer (L1)

Teachers : Mister Fajrul, Miss Oka, Miss Baiti, Miss Reisa

No	Name	Meeting (Date)																								Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		2/ 3	4/ 3	6/ 3	9/ 3	11 /3	13 /3	16 /3	18 /3	20 /3	23 /3	25 /3	27 /3	30 /3	1/ 4	6/ 4	8/ 4	10 /4	13 /4	15 /4	19 /4	20 /4	22 /4	24 /4	26 /4	
1	Ojwala Aaryya C.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√					
2	Maria Callista W	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√					
3	R. Bramantya P.	√	√	√	√	√	√	√	√	-	-	√	√	√	√	√	√	√	-	√	-					
4	Zahhar Rasya Alan K.	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√					
5	Maharani Ghina T.	√	√	-	√	-	√	√	√	I	-	-	√	√	-	-	√	-	√	-	-					
6	Rakean Praca Nafis	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	-					
7	Fr. Anindya Maheswari A.	√	√	√	√	-	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√					
8	Jauza Alfah	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√					
	Total	8	8	6	8	5	7	7	8	6	5	6	7	8	7	7	8	7	6	7	6					

Homeroom teachers,

Fajrul Fitrianto

Students' Attendance List

FEC UNY 2015

Be Ready for Now, Be Great for Tomorrow

Class : Firefighter (L2)
Teachers : Miss Zida, Miss Ellyta, Miss Rofi

No	Name	Meeting (Date)																								Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		2/ 3	4/ 3	6/ 3	9/ 3	11 /3	13 /3	16 /3	18 /3	20 /3	23 /3	25 /3	27 /3	30 /3	1/ 4	6/ 4	8/ 4	10 /4	13 /4	15 /4	19 /4	20 /4	22 /4	24 /4	26 /4	
1	Haider Nauca Z.	√	√	√	√	√	√	√	√	√	-	√	√	√	√	-	√	√	-	√	√	√	√	√	√	22
2	Rana Puteri Danitia	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	-	√	√	√	22
3	Ardhya Sabrina Nur F	-	√	-	-	√	√	√	√	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	7
4	Aqilla Kirana Hidayat	√	√	√	√	-	√	√	√	-	√	√	√	√	-	√	√	-	-	√	√	√	√	√	√	19
5	Amanda Adistiara	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
6	Rakan Nafis Alwani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	√	√	√	22
	Total	5	6	5	5	5	6	6	6	5	4	4	6	5	4	4	5	4	3	5	4	3	5	5	5	

Homeroom teachers,

Mazidatur Rohmah

Students' Attendance List

FEC UNY 2015

Be Ready for Now, Be Great for Tomorrow

Class : Baker vL3-4)

Teachers : Miss Sarah & Miss Intan

No	Name	Meeting v(Date)																								Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		2/ 3	4/ 3	6/ 3	9/ 3	11 /3	13 /3	16 /3	18 /3	20 /3	23 /3	25 /3	27 /3	30 /3	1/ 4	6/ 4	8/ 4	10 /4	13 /4	15 /4	19 /4	20 /4	22 /4	24 /4	26 /4	
1	Dyah Widyaningrum	v	v	v	v	v	v	v	v	v	i	v	v	v	-	v	v	v	v	-	v	v	-	v	v	20
2	Bambang Handoko W.	v	v	v	v	v	v	v	v	v	v	v	v	v	-	v	v	v	v	-	v	v	-	v	v	21
3	M. Saifan Asy Syifa	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	-	v	v	v	v	23
4	Rafi Irfan Aulia D.	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	-	v	v	v	v	v	23
5	Haris Hendriansyah H.	v	v	-	v	-	v	v	v	v	v	v	v	v	-	v	v	v	-	v	v	v	v	v	v	19
	Total	5	5	4	5	4	5	5	5	5	4	5	5	5	2	5	5	5	4	3	3	5	3	5	5	

Homeroom teacher,

Sarah Mar'atul Azizah

Students' Attendance List

FEC UNY 2015

Be Ready for Now, Be Great for Tomorrow

Class : Actor/Actress vL5)
Teachers : Miss Hanim & Miss Datik

No	Name	Meeting v(Date)																								Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
		2/ 3	4/ 3	6/ 3	9/ 3	11 /3	13 /3	16 /3	18 /3	20 /3	23 /3	25 /3	27 /3	30 /3	1/ 4	6/ 4	8/ 4	10 /4	13 /4	15 /4	19 /4	20 /4	22 /4	24 /4	26 /4	
1	Bimo Izzan R.	-	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	23
2	Aghnia Niswa Qalbia	v	-	-	v	v	-	v	v	-	-	-	v	v	v	v	v	v	-	v	v	-	v	v	v	16
3	Aghata Carla R.	v	v	v	v	v	v	-	v	-	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	21
4	Nadia Shafiana R.	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	23
	Total	3	3	3	4	4	3	3	4	3	3	3	4	4	4	4	4	4	3	4	4	3	4	4	4	

Homeroom teachers,

Lutfia Hanim

APPENDIX H
THE SYLLABUS OF FEC 2015

LEARNING MATERIALS FOR KINDIE LEVEL

SYLLABUS

Meeting/ Date	Topic	INDICATOR	INPUT	LANGUAGE	ACTIVITY	SOURCES
1 (March 2 nd , 2015)	Opening Ceremony		Text types (monologue/dialo gue) Audio/video (songs/films) Audio/video: expressions	Language functions Grammar Vocabulary Pronunciation	Introducing theme song, check attendance and introduce each other	
2 (March 4 th , 2015)	Greeting, Introduction, and Parting	- Students are able to greet people using appropriate English. - Students are able to introduce themselves	Song: "Hello Song" Game:	Vocab: "What's your name?", "My name is...", "Hello", "Goodbye", "Nice to meet you...", "Good	Listening: listen hello song, let's all start a happy day Speaking: sing hello song, play ball pass, act and say names Reading: Read the vocabulary in the	http://www.you tube.com/watch ?v=aeQlnIMpizI

		using appropriate English. - Students are able to do leave-taking using appropriate English.	Media: Speaker, laptop	morning", "Good afternoon", "Good evening", "Good night", "Hello everyone", "Hi", "Good bye", "Bye-bye", "See you later", "thank you".	flash cards about greetings, match the words about greeting introduction with pictures Writing: Connect the dots about greeting and introduction expression	
3 (March 6 th , 2015)	Greeting, Introduction, and Parting	- Students are able to greet people using appropriate English. - Students are able to introduce themselves using appropriate English. - Students are able to do leave-taking using appropriate English.	Song: Hello Song Game: Play "Ball Pass" and say names Media: Ball	Vocab: Good morning Good afternoon Good evening Good night Hello everyone Hi Please meet my friend. She/he is my friend. Her/his name is ...	Listening: listen hello song, let's all start a happy day Speaking: sing hello song, play ball pass, act and say names Reading: Read the vocabulary in the flash cards about greetings, match the words about greeting introduction with pictures Writing: Connect the dots about greeting and introduction expression	
4	Family	- Students are able to	Song: Finger	Vocab:	Listening: listen the family	http://www.youtube.com/watch

(March 9 th , 2015)		<p>mention the parts of a family using English.</p> <p>- Students are able to make a family tree.</p>	<p>Family</p> <p>Game:</p> <p>Media:</p>	<p>This is my family.</p> <p>Mother, father, sister, brother, grandma, grandpa</p> <p>Language Function:</p> <p>This is my mother. Her name is ____.</p>	<p>finger song</p> <p>Speaking: describe their family member in a simple way.</p> <p>Reading: matching and read the family vocabulary in the flash card.</p> <p>Writing: connecting the dots about the name of the family member.</p>	?v=YjYNofKud6g
5 (March 11 th , 2015)	Job	<p>- Students are able to mention the jobs in English.</p>	<p>Song: -</p> <p>Game:</p> <p>Finger Puppet Conversations</p> <p>Media: Speaker, laptop</p>	<p>Vocab:</p> <p>Teacher, housewife, businessman, lecturer, farmer, etc.</p> <p>Language Function:</p> <p>This is my mother. She is a teacher</p> <p>I love her very much.</p>	<p>Listening: listen when I grow up and jobs in the world songs</p> <p>Speaking: sing the songs, do rock paper scissors about jobs with a partner</p> <p>Reading: read simple describing text about family jobs</p> <p>Writing: draw and write the family tree and their jobs</p>	http://www.youtube.com/watch?v=h1jBb2KKfLk
6 (March 13 th , 2015)	Colors	<p>- Students are able to identify colors they are familiar with using appropriate</p>	<p>Song:</p> <p>Color song</p> <p>Game: Balloon</p>	<p>Vocab:</p> <p>Red, yellow, green, purple, blue, orange, grey, etc.</p>	<p>Listening: listen the colors song</p> <p>Speaking: mention the name of the colors and show it to</p>	http://www.youtube.com/watch?v=k6TaHLFZ69I

		English.	Kick Media: Speaker, laptop	Language Function: Its color is _____. Or It is <u>(color)</u> The book is green.	their friends Reading: read the colors name Writing: connecting the dot about the name of the colors	
7 (March 16 th , 2015)	Fruit	- Students are able to identify fruits using appropriate English.	Song: The Watermelon Patch Song Game: Four Corners Media: Flashcards	Vocab: Strawberry, orange, durian, melon, watermelon, grape, banana, etc. Language Function: I like strawberry. I don't like pineapple. Or What is your favorite fruit?	Listening: listen what fruits do you like Speaking: make simple conversation 'what fruits do you like?' Reading: read simple text about name of the fruits Writing: Color and write lots of fruit	
8 (March 18 th , 2015)	GRAND TOUR					
9	Fruits	- Students are	Song:	Vocab:	Listening: listen what fruits do	

(March 20 th , 2015)		able to identify fruits using appropriate English.	I Like Apples Game: Charades Media: Flashcards, Videos	Strawberry, orange, durian, melon, watermelon, grape, banana, etc. Language Function: I like strawberry. I don't like pineapple. Or What is your favorite fruit?	you like Speaking: make simple conversation 'what fruits do you like?' Reading: read simple text about name of the fruits Writing: Color and write lots of fruit	
10 (March 23 rd , 2015)	Numbers	- Students are able to identify numbers using appropriate English.	Song: Fruit & Veggie Hokey Pokey Game: Alphabet Soup Media: Videos	Vocab: Number: 1-20 Language Function: How many books do you have? I have three books.	Listening: listen to the number song and sing it together Speaking: mention number from 1 to 20 together Reading: read simple numbers text Writing: write the number from 1 to 20	
11 (March 25 th , 2015)	Vegetables	- Students are able to identify vegetables they find using appropriate English.	Song: I will eat all my vegetables Game:	Vocab: Spinach, bean, tomato, potato, celery, cabbage, carrot, eggplant, etc.	Listening: listen Mr. farmers vegetables Speaking: mention the vegetables then sing the song Reading: read the farmers	

			Bean Bag Toss Media: Videos	Language Function: I like to eat _____. Carrot is orange. Spinach is green.	vegetables Writing: stick the vegetables pictures on the color paper then named the vegetables pictures	
12 (March 27 th , 2015)	Vegetables	- Students are able to identify vegetables they find using appropriate English.	Song: I'm going to the zoo (can be modified) Game: I'm going to the zoo game Media: Speaker, laptop, flashcards	Vocab: Spinach, bean, tomato, potato, celery, cabbage, carrot, eggplant, etc. Language Function: I like to eat _____. Carrot is orange. Spinach is green.	Listening: listen Mr. farmers vegetables Speaking: mention the vegetables then sing the song Reading: read the farmers vegetables Writing: stick the vegetables pictures on the color paper then named the vegetables pictures	http://youtube.com
13 (March 30 th , 2015)	PICNIC		Song: Bingo Game: Whispering Media: Flashcard, worksheet (for thickening), speaker, laptop, paper, pencil		Games	http://esl-kids.com

14 (April 1 st , 2015)	Animals	- Students are able to identify some zoo animals they are familiar with using appropriate English.	Song: Old McDonald Had a Farm Game: Blindfold Guess Media: Speaker, laptop, eye-mask, realia.	Vocab: Cat, dog, goat, chicken, fish, birds, lion, etc. Language Function: It is a/an ____.	Listening: listen to the animals song and sing it together Speaking: mention the animals based on the picture that the teacher mention Reading: read the name of the animals based on the simple text Writing: connecting the dots about the name of the animals	http://www.eslkidstuff.com/esl-kids-games/animals-games.htm
15 (April 6 th , 2015)	Animals	- Students are able to identify some farm animals they are familiar with using appropriate English.		Vocab: Cat, dog, goat, chicken, pig, birds, duck, etc. Language Function: It is a/an ____.	Listening: listen old McDonald Speaking: sing the song together Reading: read simple story about old mc Donald then match up Writing: draw a farm animals and write the name under the picture	
16 (April 8 th , 2015)	BBQ		Song: Head, shoulders, knees, and toes Game: Touch your head, etc.			http://kidsparkz.com

			(randomly) Media: Speaker, laptop, flashcards, picture, glue, scissors			
17 (April 10 th , 2015)	Parts of Face	- Students are able to identify some animals (pet) using appropriate English.	Song: One Little Finger Game: Sticking and gluing race Media: Picture, glue, scissors, speaker, laptop	Vocab: Eyes, ears, mouth, nose, tooth, see, hear, eat, smell, bite. Language Function: I see using my eyes. I hear using my ears.	Listening: listen to the part of face song and sing that together Speaking: mention and touch of the part of face Reading: read aloud the name of the part of face Writing: write the part of face and put it on a picture of the face	http://esl-kids.com
18 (April 13 th , 2015)	Parts of Body	- Students are able to identify parts of their body appropriate English.	Song: Songs used before Game: Guessing, whispering race Media: Speaker, laptop	Vocab: Head, shoulders, knees, toes, arms, fingers, etc. Language Function: I have two arms, I have one tummy, etc.	Listening: do a teacher says game Speaking: sing the parts of body song Reading: read Mr. shape heads body Writing:	

				Arrange the parts of body words into good order	
19 (April 15 th , 2015)	REVIEW		Song: When I grow up Game: Guessing by acting out Media: Flashcards	Listening: Speaking: Reading: Writing:	http://youtube.com
20 (April 17 th , 2015)	Field Trip		Text types (monologue/dialogue) Audio/video (songs/films) Audio/video: expressions		
21 (April 20 th , 2015)	Preparation for closing ceremony		Song: "Hello Song" Game: Media: Speaker,		http://www.youtube.com/watch?v=aeQlnlMpizI

			laptop				
22 (April 22 nd , 2015)	Preparation for closing ceremony						
23 (April 24 th , 2015)	Preparation for closing ceremony						
24 (April 27 th 2015)	Preparation for closing ceremony						

LEARNING MATERIALS FOR L1

SYLLABUS

Meeting / Date	Topic	INDICATOR	INPUT	LANGUAGE	ACTIVITY	SOURCES
1 <i>(March 2nd)</i>	Opening Ceremony		text types (monologue/dialogue) Audio/video (songs/films) expressions	Language functions Grammar Vocabulary Pronunciation	<ul style="list-style-type: none"> Students enter the classroom Teachers introduce themselves to the students Teachers and students sing “The greeting song” Teachers ask the students to introduce self 	
2 <i>(March 4th)</i>	Greeting, Introduction, and Parting	<ul style="list-style-type: none"> Students are able to greet people using appropriate English. Students are able to do leave-taking using appropriate English. 	Song: “The Greeting Song” Game: Mingle Game Media: laptop, speaker	Vocabulary: Good morning Good afternoon Good evening Good night Hello everyone Hi My name is ... Nice to meet you. Good bye	<ul style="list-style-type: none"> Teacher and students sing “The Greeting Song”. Teacher asks the students to mention some expressions in the song. 	Song: Maple Leaf Hashima (YouTube) Game: GenkEnglish.com

				<p>Bye-bye See you later</p>	<ul style="list-style-type: none"> Teacher helps the students to pronounce the expressions. Teacher asks the students to repeat/respond to the expressions. Teacher introduces himself again and asks the students about their name one by one. Then, teacher asks the students to write down their names in some pieces of paper. Using a ball, students introduce themselves again in turn while singing "The Greeting Song". 	
3 (March 6 th)	Greeting, Introduction, and Parting	<ul style="list-style-type: none"> Students are able to greet people using appropriate English. Students are able to introduce themselves using appropriate English. Students are able to do 	<p>Song: "What's Your Name"</p> <p>Game: "Echo Greeting"</p> <p>Media: laptop, speaker, paper, duck-tape, a plush/plastic ball</p>	<p>Vocabulary: Good morning Good afternoon Good evening Good night Hello everyone Hi My name's...</p>	<ul style="list-style-type: none"> Teacher and students sing "What's Your Name" song. Teacher asks the students to mention the expressions of 	<p>Song: DreamEnglish.com</p> <p>Game: http://wondertereachers.com/greetings-for-morning-</p>

		take-leaving using appropriate English.	(if necessary)	<p>I'm... I'm from... Nice to meet you. Good bye Bye-bye See you later</p>	<p>greeting and introducing themselves.</p> <ul style="list-style-type: none"> Students are divided into two teams. Each of team starts to play "The Name" game. Teacher plays sings "Goodbye" song. Teacher asks the students to mention the expressions of leave taking. Students mention the expressions of leave taking 	meeting/
4 (March 9 th)	Family	- Students are able to mention the parts of a family using appropriate English.	<p>Song: "The Family Song" Game: "Who's This?" Media: laptop, speaker, big family-flashcards</p>	<p>Vocabulary: This is my family. Mother, father, sister, brother, grandma, grandpa, Language Function: This is my mother. I love her very much.</p>	<ul style="list-style-type: none"> Teachers explain what we are going to do today Teachers play a finger family video and the students see that Students and teachers sing the song with body movement Teachers share 	<p>Song: Francisco Espinosa (YouTube) Game: http://www.english-4kids.com/guessinggame.html</p>

					<ul style="list-style-type: none"> family puppet to each student Students sing family song based on the puppet they held Teachers ask the students to draw their family member they love the most Teachers give reward to the best drawing 	
5 (March 11 th)	Family	<ul style="list-style-type: none"> Students are able to mention the parts of their family using appropriate English. Students are able to make a family tree. 	Story: “The Tree of Monster Family” Game: “My Family Tree” Media: monster flashcards, family tree board, small family- flashcards, paper, glue, coloring markers	Vocabulary: This is my family. Mother, father, sister, brother, grandma, grandpa. Language Function: This is my mother. I love her very much.	<ul style="list-style-type: none"> Teacher reviewing the last meeting. Teacher and students sing “finger family”. Teacher asks the students to family in the song. Teacher asks the students to “The Tree of Monster Family” Teacher asks the student to “My Family Tree”, the student drawing tree 	Story: Teacher’s properties

				<ul style="list-style-type: none">and they coloring and matching family in the picture.Then teacher ask the students to “This is my mother.” and “I love her very much.”		
6 (March 13 th)	Colors, Shapes, and Numbers	- Students are able to identify colors and number they are familiar with using appropriate English.	<p>Song: “Red, Yellow, Blue, and Green”</p> <p>Story: “Cammy The Chameleon”</p> <p>Game: Coloring Time!</p> <p>Media: laptop, speaker, flashcards</p>	<p>Vocabulary: Colors: Red, yellow, green, purple, blue, orange, grey, white, etc.</p> <p>Shapes: Square, triangle, circle, star, heart.</p> <p>Language Function: What color is this? What’s the color of the ____? Its color is _____. Or It is _____. The ____ is ____.</p>	<ul style="list-style-type: none">Teacher asks the students about colors of several things.Teacher tells a story about color entitled “A color of his own”.Teachers and the students play the guessing color gameStudents color a worksheet containing pictures of animals using color they have learned.	Song: Anonymous Story: Adapted from Leo Lionni’s “A Color of His Own”
7 (March 16 th)	Colors, Shapes, and Numbers	- Students are able to identify number using appropriate English.	<p>Song: “Numbers Song: Let’s Count 1-10”</p> <p>Game: Matching Game</p> <p>Media: laptop, speaker, shaped paper with various colors</p>	<p>Vocabulary: Colors: Red, yellow, green, purple, blue, orange, grey, white, etc.</p> <p>Shapes: Square, triangle, circle, star, heart.</p> <p>Numbers: 1-10</p> <p>Language Function:</p>	<ul style="list-style-type: none">Teacher and students sing “Number Song: Let’s Count 1-10”.Teacher asks the students to mention some expressions in the song.Teacher helps the	Song: DreamEnglish.com

				There are two ____.	<ul style="list-style-type: none"> students to pronounce the expressions. Teacher asks the students to repeat/respond to the expressions. Then, teacher gives an activity to the students (matching shape and color) 	
8 (March 18 th)	CAMPUS GRAND TOUR		Song: “If You Happy and You Know It”, “Walking, Walking” Game: “London Bride is Falling Down”, “Continue the Drawing!” Media: Paper			Song: Little Fox (YouTube)
9 (March 20 th)	Fruits	- Students are able to identify fruits using appropriate English.	Song: “I Like Apples! Yummy, Yummy, Yummy!” Game: Survey Game Media: laptop, speaker,	Vocabulary: Strawberry, orange, durian, melon, watermelon, grape, banana, etc. Language Function: I like strawberry.	<ul style="list-style-type: none"> Teachers show the picture of fruits on the slide show Students name the fruits showed Using flashcards, Teachers ask the students to match 	Song: DreamEnglish.com

			flashcards, survey card	I don't like pineapple. Or Do you like...?	the fruits to their names.	
10 (March 23 rd)	Occupations	- Students are able to identify jobs around them using appropriate English.	Story: "When I Grow Up" Game: Dream Drawing Media: Flashcards, paper, pencils, coloring pencils	Vocabulary: Teachers, the police, fire fighters, painters, farmer, baker, doctor, astronaut, etc. Language Function: My mother is a/an ____. My father is a/an ____. Or I want to be a/an ____.	<ul style="list-style-type: none"> Teacher reviewing the last meeting. Teacher and students sing "when I grow up". Teacher asks the students to job/occupation in the song. Teacher asks the students to "My mother is a/an ____." or "My father is a/an ____." Teacher asks the students to repeat/respond to ask question. E.g. "What your parent work?" Teacher asks the student to worksheet about job. The student matching and gluing the picture. Then, the teacher 	Story: Teacher's property

					gives a test on the job/occupation to the student, 1-by-1.	
11 (March 25 th)	Vegetables	- Students are able to identify vegetables they find using appropriate English.	Song: “I Like Vegetables” Game: “Survey Game” Media: laptop, speaker, flashcards, survey card	Vocabulary: Spinach, bean, tomato, potato, celery, cabbage, carrot, eggplant, etc. Language Function: I like to eat _____. Carrot is orange. Spinach is green.	<ul style="list-style-type: none">Teacher and students sing “vegetables” song.Teacher asks the students to mention some expressions in the song.Teacher helps the students to pronounce the expressions.Then, teacher provides some picture of vegetables and asks the students to color each of the pictures using coloring pencil.	Song: Genkienglish.com Game: teachingenglish.org.uk
12 (March 27 th)	Vegetables (REVIEW-MID TERM)	- Students are able to identify vegetables they find using appropriate English.	Song: “Vegetables Song” Game: Vegetable Coloring” Media: Laptop, speaker, Picture of	Vocabulary: Spinach, bean, tomato, potato, celery, cabbage, carrot, eggplant, etc. Language Function: I like to eat _____.	<ul style="list-style-type: none">Teacher reviews the previous lessons.Teacher gives instruction and examples on how to do the test.Students do the test.	Song www.youtube.com Game learnenglishkids.britishcouncil.org

			vegetables, coloring pencils	Carrot is orange. Spinach is green.	<ul style="list-style-type: none"> Teacher gives a short review about the test. 	
<i>13</i> (<i>March 30th</i>)	PICNIC		Song: “The Wheels on The Bus”			Song: learnenglishkids.britishcouncil.org
<i>14</i> (<i>April 1st</i>)	Parts of the Body	- Students are able to identify parts of their body using appropriate English.	Song: “Head, Shoulders, Knees, and Toes” Game: “Labeling” Media: Laptop, Speaker, Sticky Notes.	Vocabulary: Head, shoulders, knees, toes, eyes, ears, mouth, nose. Language Function: Tommy wears hat on his ____.	<p>Teacher and students sing “head, shoulders, knees, and toes” song.</p> <p>Teacher asks the students to mention some expressions in the song.</p> <p>Teacher helps the students to pronounce the expressions.</p> <p>Teacher asks the students to say the name of the body part by watching the teacher’s movement.</p>	Song: edition.englishclub.com Game: Learninggame sforkids.com
<i>15</i> (<i>April 6th</i>)	Parts of the Body	- Students are able to identify parts of their body using appropriate	Song: “Hockey-Pockey Story”	Vocabulary: Head, shoulders, knees, toes, eyes,	Teacher reviewing the last meeting.	Song: edition.englishclub.com

		English.	<p>“Little Red Riding Hood” Game: “Matching game” Media: speaker, paper, coloring pencil</p>	<p>ears, mouth, nose. Language Function: Tommy wears hat on his ____.</p>	<p>Teacher and students sing “Head, Shoulders, Knees, and Toes”. Teacher asks the students to part of the body in the song. Teacher asks the students to “Tommy wears hat on his ____.” Teacher asks the student to worksheet about part of the body. The student matching and write a name of body part. Then, the student labeling name part of the body to body part</p>	<p>Game: Learnenglishkids.britishcouncil.org</p>
16 (April 8 th)	BBQ					
17 (April 10 th)	Animal – Pet	- Students are able to identify some animals (pet) using appropriate English.	<p>Song: “I Love My Pets” Game: “Pet Class Survey”</p>	<p>Vocabulary: Cat, dog, goat, chicken, fish, birds, etc.</p>	<ul style="list-style-type: none"> Teacher asks the students about thier own pets Teacher and 	<p>Song songforteaching.com Game</p>

			Media: laptop, speaker, paper/survey card, pen	Language Function: I have a pet. It is a/an ____. His name is ____.	<ul style="list-style-type: none"> students name some pets Teacher gives instruction to play flashcard game Students match the picture of pets and the name Teacher gives some review. 	teachingenglis h.org.uk
<i>18 (April 13th)</i>	Animal – Pet	- Students are able to identify parts of their body appropriate English.	Song: Old MacDonald Game: “Animal Word Snake” Media: laptop, speaker,	Vocabulary: Cat, dog, goat, chicken, fish, birds, etc. Language Function: I have a pet. It is a/an ____. His name is ____.	<ul style="list-style-type: none"> Teacher reviewing the last meeting. Teacher and students sing “Old MacDonald” Teacher asks the students to animals. Teacher asks the students to “I have a pat. I love a rabbit.” Teacher asks the student to worksheet about animal and make a mask. The student a drawing and coloring. 	Song www.eslkidstu ff.com Game teachingenglis h.org.uk
<i>19 (April 15th)</i>	REVIEW		Song: When I grow up Game: Guessing by acting out		Listening: Speaking: Reading: Writing:	http: //youtube.com

20 (April 17 th)	Field Trip		Media: Flashcards Text types (monologue/dialogue) Audio/video (songs/films) Audio/video: expressions			
21 (April 20 th)	Preparation for Closing		Song: "Hello Song" Game: Media: Speaker, laptop			http://www.youtube.com/watch?v=aeQlnMpiZl
22 (April 22 nd)	Preparation for Closing					
23 (April 24 th)	Preparation for Closing					
24 (April 27 th 2015)	Preparation for Closing					

LEARNING MATERIALS FOR L2
SYLLABUS

Meeting	Topic	INDICATOR	INPUT	LANGUAGE	ACTIVITY	SOURCES
1 (March 2 nd , 2015)	Opening Ceremony		Song: hello song Game: snowball Media: speaker, ball, LCD	Language functions Grammar Vocabulary Pronunciation	<ul style="list-style-type: none"> ▪ Teacher and students sing “Good Morning” or “Hello” song. ▪ Teacher introduces herself again and asks the students about their name one by one. ▪ Then, teacher asks the students to do the same thing by introducing themselves. ▪ Using a snow ball, students introduce themselves again by singing “Good Morning” song. 	http://www.onestopenenglish.com/community/lesson-share/extras/mingle/mingle-activities-snowball-figh t/154209.article
2 (March 4 th ,	Greeting and Parting	- Students are able to greet people using appropriate	Song: good morning song; good bye – school song for kids;	Vocab: Good morning	<ul style="list-style-type: none"> ▪ Teacher and students sing “Good Morning” or “Hello” song. ▪ Teacher asks the students to 	http://www.onestopenenglish.com/community/

2015)		English. - Students are able to do take-leaveing using appropriate English.	hello song. Game: snowball Media: speaker, ball, LCD, videos, PC	Good afternoon Good evening Good night Hello everyone Hi My name is ... I am a student of SD ... Nice to meet you. Good bye Bye-bye See you later	mention the expressions of greeting and introducing themselves. ▪ Students write the expressions of greeting and introducing themselves. ▪ Teacher asks the students to repeat the expressions. ▪ Teacher introduces one of the students and asks the students to introduce their friend next to them. ▪ Teacher play "Goodbye, Hello Song for Kids" song. ▪ Teacher asks the students to mention the expressions of leave taking. ▪ Students mention the expressions of leave taking.	lesson-share/extras/mingle/mingle-activities-snowball-fight/154209.article https://www.youtube.com/watch?v=gVlFEVlZP4Q
3 (March 6 th , 2015)	Introduction	- Students are able to introduce themselves using appropriate English. - Students are able to make an introduction	Song: greeting song Game: what's your name? - rolling game Media: ball	Vocab: Good morning Good afternoon Good evening Good night Hello everyone	▪ Teacher asked the students to collect their homework. ▪ Teacher and students mention the name of fruits in English. ▪ Teacher drills the spelling of the name of a fruit using flashcards. ▪ Teacher drills the language function of asking someone's favorite fruit.	https://www.youtube.com/watch?v=gVlFEVlZP4Q

				<p>Hi</p> <p>Please meet my friend.</p> <p>She/he is my friend.</p> <p>Her/his name is ...</p> <p>She/he lives in ...</p>	<ul style="list-style-type: none"> Teacher gives the students worksheet to recall their vocabulary on fruit and to check their skill in spelling alphabets. Teacher and students play a game: going to the groceries and calling fruits name. 	
<p>4</p> <p>(March 9th, 2015)</p>	Family	<p>- Students are able to mention the parts of a family using English.</p> <p>- Students are able to make a family tree.</p>	<p>Song: family finger</p> <p>Game:</p> <p>Media: flashcards</p>	<p>Vocabularies:</p> <p>This is my family.</p> <p>Mother, father, sister, brother, aunt, uncle, grandma, grandpa, cousin, niece, nephew.</p> <p>Language</p> <p>Function:</p> <p>This is my mother. Her name is _____</p> <p>I love her very much.</p>	<ul style="list-style-type: none"> Teacher asked the students to watch a song video about family. Teacher and students sing the song together while doing the finger dance to the song (TPR). Teacher drills the vocabularies of family members. Teacher drills the language function of introducing the family member. Teacher asks the students to introduce their family member to the class. 	<p>https://www.youtube.com/watch?v=mjFcrv6Lfx8</p>

5 (March 11 th , 2015)	Colors and Shapes	- Students are able to identify some colors and shapes they are familiar with in their daily life using appropriate English.	Song: shapes song Game: matching game, draw the shape using the right color. Media: flashcards	Vocabularies: Red, yellow, green, purple, blue, orange, grey, etc. Round, triangle, square, rectangle, etc. Language Function: The color of the _____ is _____. The shape of the _____ is _____. Or Its color is _____ and its shape is _____. Or It is <u>(color)</u> and <u>(shape)</u> .	<ul style="list-style-type: none"> Teacher asked the students to watch a song video about fruits. Teacher and students mention the name shapes mentioned in the video, then dance to the song (TPR). Teacher drills the vocabularies of shape and colors. Teacher drills the language function of asking a shape and color. Eliciting session/ posttest: spoken instruction. Teacher asks the students to draw the right shape using the right color. 	https://www.youtube.com/watch?v=zUfqgRtvaYQ
6 (March 13 th ,	Fruit and Vegetables	- Students are able to identify some	Song: be quick (fruit song)	Vocabularies: Strawberry,	<ul style="list-style-type: none"> Teacher asked the students to watch a song video about 	https://www.youtube.com/watch?v=zUfqgRtvaYQ

2015)		fruits and vegetables they are familiar with in their daily life using appropriate English.	Game: I'm going to the market/groceries Media:	orange, durian, melon, watermelon, grape, banana, etc. Tomato, cabbage, spinach, chili, bean, peanut, coconut, etc.	<ul style="list-style-type: none"> fruits. Teacher and students mention the name fruits mentioned in the video, then elaborate more on the name of fruits. Teacher drills the spelling of the name of a fruit using flashcards. Teacher drills the language function of asking someone's favorite fruit. Teacher gives the students worksheet to recall their vocabulary on occupations and to check their skill in spelling alphabets. Teacher and students play a game: I'm going to groceries/market game, 	atch?v=aoklR8PUntA https://www.youtube.com/watch?v=0YxD2tSVCWQ
7 (March 16 th , 2015)	Fruit and Vegetables	- Students are able to identify some fruits and vegetables they are familiar with in their daily life using appropriate English.	Song: be quick, Game: xxx calls xxx, I'm going to the groceries/market. Media: songs, flashcards.	Vocabularies: Strawberry, orange, durian, melon, watermelon, grape, banana, etc. Tomato, cabbage, spinach, chili, bean, peanut,	<ul style="list-style-type: none"> Teacher asked the students to watch a song video about vegetables. Teacher and students mention the name of vegetables mentioned in the video. Teacher drills the spelling of the name of a vegetable using flashcards. Teacher drills the language function of asking do you like 	https://www.youtube.com/watch?v=aoklR8PUntA https://www.youtube.com/watch?v=0YxD2tSVCWQ

			coconut, etc.	<ul style="list-style-type: none">xxx (vegetable).Teacher gives the students worksheet to recall their vocabulary on occupations and to check their skill in spelling alphabets.Teacher and students play a game: guessing game, I'm going to the groceries/market.		
8 (March 18 th , 2015)	Job	<ul style="list-style-type: none">Students are able to identify some jobs that they can usually find in their daily life.Students are able to describe the duty of a particular job.	Song: when I grow up, jobs song Game: snake-ladder game, let's pretend, rolling game. Media: flashcard	Teachers, police officers, fire fighters, painters, farmer, baker, scientists, actor/actress, etc. Language Function: My mother is a/an _____. My father is a/an _____. Or I want to be a/an _____.	<ul style="list-style-type: none">Teacher asked the students to watch a song video about job of the people.Teacher and students mention the name of the job mentioned in the video.Teacher drills the spelling of the name of a fruit using flashcards.Teacher drills the language function of asking someone's favorite fruit..Teacher gives the students worksheet to recall their vocabulary on occupations and to check their skill in spelling alphabets.Teacher and students play a game: guessing game	https://www.youtube.com/watch?v=aIixP6fDUZE
9	Job	<ul style="list-style-type: none">Students are	Song: when I grow up,	Teachers, police	<ul style="list-style-type: none">Review of the last material	https://www.y

(March 20 th , 2015)		able to identify some jobs that they can usually find in their daily life. Students are able to describe the duty of a particular job.	jobs song Game: snake-ladder game, rolling game Media: flashcards, songs.	officers, fire fighters, painters, farmer, baker, scientists, actor/actress, etc. Language Function: Mr. John is a/an _____. His duty is _____. What is your job? What is your dream? I want to be a/an xxx.	<ul style="list-style-type: none"> Warming up session: dancing senam sipongpong Teacher asked the students to watch videos/song about job/occupation. Teacher and students sing the song together Teacher drills the vocabularies. Teacher drills the language function using flashcard. Teacher and students play a game: rolling game and snake-ladder game. 	https://www.youtube.com/watch?v=ajlxP6fDUZE https://www.youtube.com/watch?v=mw6RBvUmaya
10 (March 23 rd , 2015)	Days and Months	Students are able to tell and identify the name of the days and months correctly using appropriate English.	<p>Song: seven days of the week, name of the months</p> <p>Game: Guessing game</p> <p>Media: songs, flashcards</p>	<p>Sunday Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday Friday</p> <p>Saturday;</p> <p>January to December;</p> <p>What month is it?</p> <p>What day is today/two days</p>	<ul style="list-style-type: none"> Review of the last material Warming up session: dancing senam sipongpong Teacher asked the students to watch videos/song on days and months. Teacher and students sing the song together Teacher drills the pronunciation and order of days and months. Teacher drills the language 	https://www.youtube.com/watch?v=LlQsYH9LudQ

				ago? Etc.	<ul style="list-style-type: none"> function using flashcard. Teacher and students play a game: race-sticking game. 	
11 (March 25 th , 2015)	Parts of the Body	- Students are able to mention the name of the parts of the body correctly using appropriate English.	Song: Hockey Pocky, Skeleton Dance, Head-Shoulder-Knees-and-Toes Game: sticking game, racing game	Vocab: Head, shoulders, knees, toes, legs, foot, hand, arm, finger, arm pit, neck, chest, etc. Language Function: This is Mr. Erry. He feels sick on his <u>knees</u> .	<ul style="list-style-type: none"> Review of the last material Warming up session: dancing senam sipongpong Teacher asked the students to watch videos/song and dance (TPR). Teacher and students mention the vocabularies mentioned in the video. Teacher drills the language function using flashcard. Teacher and students play a game: race-sticking game. 	https://www.youtube.com/watch?v=_lvedfyVkmM
12 (March 27 th , 2015)	Parts of the Body	- Students are able to mention the name of the parts of the body correctly using appropriate English.	Song: head-shoulder-knees-and-toes, skeleton dance Game: Media: flashcard	Vocabularies: Head, shoulders, knees, toes, legs, foot, hand, arm, finger, arm pit, neck, chest, stomach, nose, mouth, lips, tongue, eyes, eyebrows, eyelids, ears, etc. Language	<ul style="list-style-type: none"> Review of the last material Warming up session: skeleton dance Teacher asked the students to watch videos/song and dance (TPR). Teacher and students mention the vocabularies mentioned in the video. Teacher drills the vocabularies. Teacher drills the language function using flashcard. 	https://www.youtube.com/watch?v=_lvedfyVkmM

			function : My xxx is sick.	<ul style="list-style-type: none"> Teacher and students play a game: matching and racing game. 	
13 (March 30 th , 2015)	Domestic Animals	Students are able to mention the name of the domestic animals they are familiar with in daily life using appropriate English.	<p>Song: Old McDonald had a Farm</p> <p>Game: matching and racing game</p> <p>Media: flashcards, songs</p> <p>Vocabularies: Lion, tiger, parrot, snake, lizard, cockroach, crocodile, mouse, etc.</p> <p>Language function:</p> <p>This is a/an</p> <p>There is a</p> <p>There are</p>	<ul style="list-style-type: none"> Review of the last material Warming up session: dancing senam sipongpong Teacher asked the students to watch videos/song about domestic animal. Teacher and students mention the vocabularies mentioned in the video. Teacher drills the vocabularies. Teacher drills the language function using flashcard. Teacher and students play a game: matching and racing game. 	https://www.youtube.com/watch?v=5oYKonYBuIg
14 (April 1 st , 2015)	Domestic Animals	Students are able to mention the name of the domestic animals they are familiar with in daily life using appropriate English.	<p>Song: Sounds of Animal</p> <p>Game: rolling ball game</p> <p>Media: flashcard</p> <p>Vocab: Lion, tiger, parrot, snake, lizard, cockroach, crocodile, mouse, etc.</p> <p>Language function:</p>	<ul style="list-style-type: none"> Teacher and students sing warming up songs. Teacher reviewed last meeting's material. Students and teacher watched a video about sounds that the animals make. Teacher asks the students what animals they saw in the video and drilling about the language function. 	https://www.youtube.com/watch?v=t99ULjCsAM

				What does an xxx say?	<ul style="list-style-type: none"> Teacher asks students to do some written exercise for the elicitation session. 	
15 (April 6 th , 2015)	Pet Animals	<ul style="list-style-type: none"> Students are able to mention the name of the pet animals they are familiar with in daily life using appropriate English. 	<p>Song: I have a pet</p> <p>Game: what is your pet?</p> <p>Media: LCD, audio, PC/Laptop, Flashcards</p>	<p>Vocab:</p> <p>Cat, chicken, goat, cow, pigeon, etc.</p> <p>Language function:</p> <p>I have a pet. It is a bird. The bird says tweet tweet tweet.</p>	<ul style="list-style-type: none"> Teacher and students sing warming up songs. Teacher reviewed last meeting's material. Teacher and students reviewed and danced the song learnt so far in FEC. Students and teacher watched a video about pet. Teacher asks the students what animals they saw in the video and add more vocabularies of animal (pet). Teacher drills the vocabularies of pet animal. Teacher asks the students to pick the flashcard (picture) of the pet they have in their houses. Teaching of language function and practicing it. Making video of introducing their pet. 	https://www.youtube.com/watch?v=pWepfj-8XU0
16 (April 8 th , 2015)	BBQ	<ul style="list-style-type: none"> Students are able to introduce themselves Students are able to mention their 	<p>Tools/Properties:</p> <ul style="list-style-type: none"> Barbeque utensils Eating utensils 	<p>Language function:</p> <ul style="list-style-type: none"> - What is your name? My name is Rafi. - What is your favorite food? 	<ul style="list-style-type: none"> Teachers and students sing various songs on their way to the park for the barbeque. - On the first post, students are asked to introduce their selves. After that they got the Satay sauce. 	

		favorite food and beverages - Students are able to mention their dreams - Students are able to cooperate with friends to do the barbeque		My favorite food is fried chicken. - What is your favorite beverage? My favorite beverage is ice cream. - What is your dream? I want to be a doctor. - What can I help you? Can you help me to cut the Lontong? - Let me help you. I will help you to wash the plate.	- On the second post, students are asked about their favorite food and beverages. After that, they got the fan. - On the third post, students are asked about their dream. After that they got the Lontong. - Teachers and students prepare the Lontong and do the barbeque together. - Teachers and students eat together. - Teachers assist students to wash their own dishes and clean the park.	
17 (April 10 th , 2015)	Transportation	- Students are able to identify the name of some transportation. - Students are able to mention and	Song: • The Wheels on The Bus Games : Continuing the Draft Media: • Transportation flashcards	Vocab: - Car - Bus - Train/subway - Airplane - Firetruck - Motorcycle - Bicycle - Helicopter - Rocket	- Teacher and students sing “The Wheels on the Bus” song as the warming up. - Teacher asks the students to mention some parts of the bus based on the song. - Teacher gives students 4 blank papers and pencils. - Teacher ask students to draw one kind of shapes (line, circle,	

		<p>explain the characteristics of some transportation using appropriate English.</p> <p>- Students are able to draw some kinds of transportation</p>	<ul style="list-style-type: none"> • Audio/video • PC/Notebook • Speaker • LCD 	<ul style="list-style-type: none"> - Police car - Hot air balloon <p>Language Function:</p> <p>This is a bus. I can get bus in the bus station.</p>	<p>square, rectangle, triangle, etc.)</p> <p>- Teacher asks the students to move the paper to the students on the right side.</p> <p>- Each student will get a paper with one kind of shapes on it as a draft of transportation picture. Then ask the students to continue the draft to be a picture of a kind of transportation, such as car, bus, helicopter, etc.</p> <p>- Do it continually for three to four times.</p>	
18 (April 13 th , 2015)	REVIEW		<p>Song: When I grow up</p> <p>Game: Guessing by acting out</p> <p>Media: Flashcards</p>		<p>Listening:</p> <p>Speaking:</p> <p>Reading:</p> <p>Writing:</p>	http://youtube.com
19 (April 15 th , 2015)	Field Trip		<p>Text types (monologue/dialogue)</p> <p>Audio/video (songs/films)</p> <p>Audio/video:</p>			

			expressions			
20 (April 17 th , 2015)	Preparation for Closing		Song: "Hello Song" Game: Media: Speaker, laptop			http://www.youtube.com/watch?v=aeQlnlMPizI
21 (April 20 th , 2015)	Preparation for Closing					
22 (April 22 nd , 2015)	Preparation for Closing					
23 (April 24 th , 2015)	Preparation for Closing					
24 (April 26 th 2015)						

LEARNING MATERIALS FOR L3 & L4

SYLLABUS

Meeting	Topic	INDICATOR	INPUT	LANGUAGE	ACTIVITY	SOURCES
1 (March 2 nd , 2015)	Opening Ceremony	<ul style="list-style-type: none"> - Students are able to introduce themselves using appropriate English. - Students are able to introduce themselves in front of the class using appropriate English. - Students are able to ask people about general information using 	<p>Song: Hello Song</p> <p>Game: Throwing The Ball</p> <p>Media: A Ball</p> <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - PC/Notebook - Speaker - LCD 	<p>Language functions:</p> <ul style="list-style-type: none"> - Hello everyone - Hi! - My name is ... - I am a student of SD ... - Nice to meet you. - Good bye - Bye-bye - See you later - 	<ul style="list-style-type: none"> - Teacher and students sing "Hello" song. - Teacher asks the students to mention some expressions in the song. - Teacher introduces herself to the students. - Teacher asks the students to introduce themselves in front of the class using English. - While one student introducing him/herself, the rest of the students pay attention and asking some questions. 	

		appropriate English.			<ul style="list-style-type: none"> - The students take turn to introduce themselves. - Teacher and students made some rules during the lesson. 	
2 (March 4 th , 2015)	Greeting, Introduction, Parting	<ul style="list-style-type: none"> - Students are able to greet people using appropriate English. - Students are able to introduce themselves using appropriate English. - Students are able to do leave-taking using appropriate English. - Students are bale to ask people about general information using appropriate English 	<p>Song:</p> <ul style="list-style-type: none"> - Good Morning Song - Goodbye, School Song for Kids - Hello song <p>Game: Throwing The Ball</p> <p>Media:</p> <ol style="list-style-type: none"> 1. Audio/video on greeting, introduction, and parting 2. A Ball <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - Paper - Big paper for poster 	<p>Vocab:</p> <p>Good morning</p> <p>Good afternoon</p> <p>Good evening</p> <p>Good night</p> <p>Hello everyone</p> <p>Hi</p> <p>My name is ...</p> <p>I am a student of SD ...</p> <p>Nice to meet you.</p> <p>Good bye</p> <p>Bye-bye</p> <p>See you later</p>	<ul style="list-style-type: none"> - Teacher and students sing "Good Morning" or "Hello" song. - Teacher asks the students to mention some expressions in the song. - Teacher introduces herself again and by using a ball asks the students about their name one by one. - Play the throwing ball game. Ask the student to say the name of the person who threw the ball to them. - Draw a stick man on the board and write your name under it. - Then write some informations about age, hometown, hobby, color, siblings, movie, food - Give your students paper to draw a stick 	

		<ul style="list-style-type: none"> - Colored markers - PC/Notebook - Speaker - LCD 			<p>man. Pair them to practice the Ask Me activity.</p> <ul style="list-style-type: none"> - Survey the things in the classroom. - Create a Classroom Rules poster containing what We Can, We Can't, We Must, and We Musn't do in the class. Give a big paper to let them write or draw the rules. Stick the poster on the wall. 	
3 (March 6 th , 2015)	Greeting, introduction, parting	<ul style="list-style-type: none"> - Students are able to greet people using appropriate English. - Students are able to introduce themselves using appropriate English. - Students are able to do leave-taking using appropriate English. - Students are 	<p>Song:</p> <ul style="list-style-type: none"> - How Are You Song - Goodbye Song - I Like English Song <p>Media:</p> <ol style="list-style-type: none"> 1. Audio/video on greeting, introduction, and parting 2. A Ball <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - Paper 	<p>This is my friend.</p> <p>His/her name is ____.</p> <p>She is ____ years old.</p> <p>She lives in/on.</p>	<ul style="list-style-type: none"> - Teacher and students sing "I like English" song as the warming up. - Teacher asks the students to mention some vocabularies in the song. - Throw the ball to one of the students, then ask him/her to tell about the photo they brought. - If most students do not bring the photos, there are some pieces of paper under the chair. There is a situation there. Ask 	

		<ul style="list-style-type: none"> - able to ask people about general information using appropriate English. 	<ul style="list-style-type: none"> - Colored markers - PC/Notebook - Speaker - LCD 		<ul style="list-style-type: none"> - students to do what is on the paper. - Give your students a worksheet and ask them to do the task - Ice breaking (sing "If you're happy") - Discuss the answer of the worksheet together 	
4 (March 9 th , 2015)	Family	<ul style="list-style-type: none"> - Students are able to mention the members of a family using English. - Students are able to make a family tree. - Students are able to ask people about general information of their family using appropriate English 	<p>Song: The Finger Family</p> <p>Story: Goldilock and The Three Bears</p> <p>Media:</p> <ol style="list-style-type: none"> 1. Audio/video on family 2. Family Tree 3. Family worksheet 4. Pictures of family 5. Goldilock and the three bears masks 	<p>Vocab:</p> <p>This is my family.</p> <p>Mother, father, sister, brother, aunty, uncle, grandma, grandpa, cousin, niece, nephew.</p> <p>Language Function:</p> <p>I have a mother, a father, 2 brothers, and 2 sisters.</p> <p>This is my mother. Her</p>	<ul style="list-style-type: none"> - Teacher and students sing "The Finger Family" - Teacher asks the students to mention some vocabularies in the song. - Teacher distributes the Family worksheet to students. - Assisted by the teacher, students do the task on the worksheet. - Together, check students' answer. - Next, listen to the Goldilock and The Three Bear story - Teacher give the masks to students and guide them to role play the characters in the story. 	<ul style="list-style-type: none"> - http://learnenglishkids.britishcouncil.org/en/your-turn/family

			<p>Tools/properties needed:</p> <ul style="list-style-type: none"> - PC/Notebook -Speaker -LCD -Paper and writing utensils 	name is Angela. She is a teacher.	- Try to perform the story.	
5 (March 11 th , 2015)	Days and months	<ul style="list-style-type: none"> - Students are able to write and mention names of the days in a week and months in a year using English - Students are able to tell and write their activities for a week using English 	<p>Song:</p> <ul style="list-style-type: none"> - 7 Days of the week - 12 Months of the year - When I grow up <p>Media:</p> <ol style="list-style-type: none"> 1.Audio/video on days and months 2.Calendar 3.Flashcards <p>Tools/properties</p>	<p>Vocab:</p> <p>Sunday Monday Tuesday Wednesday Thursday Friday Saturday;</p> <p>January to December;</p> <p>Language Function:</p> <p>What month is it? What day is today / two days ago? Etc.</p>	<ul style="list-style-type: none"> - Teacher and students sing "7 Days of the Week" and "12 Months of the Year" song as the warming up. - Teacher asks the students to mention names of the days and months in the song. - Teacher ask students to make a draft of their activities in a week - The draft/works are sticked on the wall - Teacher ask students to come forward to present their works - Teacher explains how to say their date of 	<ul style="list-style-type: none"> - http://learnenglishkids.britishcouncil.org/en/short-stories/twins-week - Youtube.com - http://www.eslkidstuff.com/lesson-plans/pdf/days-of-the-week-lesson-plan.pdf - http://www.eslkidstuff.com/lesson-plans/pdf/months-lesson-plan.pdf

			needed: - Papers - Scissors - Glue, blue-tak - Colored markers - PC/Notebook - Speaker - LCD		birth correctly. - Teacher asks students one by one about their birthday.	
6 (March 13 th , 2015)	Food and Beverage	- Students are able to mention the name of some foods and beverages correctly using appropriate English. - Students are able to mention about their favorite foods and beverages	Story: The Hungry Dragon Media: 1. Audio/video on food and beverage 2. Video and worksheet of The Hungry Dragon Tools/properties needed:	Vocab: - Rice - Fruits (mango, guava, durian, apple, melon, pineapple, etc.) - Milk - Tea - Coffee - Juice, etc. Language Function: What is your favorite food/drink? My favorite food	- Teacher and students sing "If you're happy" song as the warming up. - Teacher asks the students about what they eat this morning. - Students listen to The Hungry Dragon story video. - After the first play, teacher distributes the worksheet to students. - Teacher explains the tasks on the worksheet. - Play again the video several times until	

			-PC/Notebook -Speaker -LCD	is meatball and my favorite drink is avocado juice.	students can finish the task. - Discuss the answer together. - Teacher ask students to write down all the name of foods and beverages they know on the board. - Teacher tells students about her favorite food and beverage. - In turn, ask all of the students to come to the front and tell the others about their favorite food and beverage.	
7 (March 16 th , 2015)	Parts of the body	- Students are able to write and mention names of part of the body in English. - Students are able to pointing out the real part of the body in English.	Song: - Head and Shoulders - Hocky Pocky - When I Grow Up Games: Label The Body Media: 1.Audio/video on	Vocab: Head, shoulders, knees, toes, legs, foot, hand, arm, finger, armpit, neck, chest, stomach, nose, mouth, lips, tongue, eyes, eyebrows, eyelids, ears, etc.	- Teacher and students sing "Head Shoulders" song as the warming up. - Teacher asks the students to mention names of the days in the song. - Teacher asks students to make a circle. - Teacher gives the instruction of the game, and students follow the	- Practical English Language Teaching: Young Learners by Caroline T. Linse http://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood - Youtube.com

		parts of the body 2. Paper Puppet 3. Label card Tools/properties needed: -PC/Notebook -Speaker -LCD -Paper puppet -Glue -Scotch tape	Language Function: I can walk using my feet. I can see using my eyes. This is Mr. Jaka. He feels pain in his knees/hand/finger.	introduction - The student who is lost should be the object of the next game - The next game is "Label the body" - A student become the object in the center and the others labeling the body with the correct vocabulary - Teacher corrects the label by asking the student "what is it?"	
8 (March 18 th , 2015)	GRAND TOUR	- Students are able to reflect on what they have learnt so far (greeting, introduction, parting, days and months, family, hobbies, job, parts of the body)			

9 (March 20 th , 2015)	Clothes	<p>- Students are able to mention the name of clothes they put on in daily life.</p> <p>- Students are able to identify when to use some particular clothes.</p>	<p>Song: The Mulberry Bush</p> <p>Story: My Favourite Clothes</p> <p>Games: Clothes Racing, Missing Card</p> <p>Media: Real clothes, Magazine, Flashcard, Video,</p> <p>Media:</p> <p>1. Audio/video on Clothes</p> <p>2. Real clothes</p> <p>3. Magazine</p> <p>Tools/properties needed:</p> <p>-PC/Notebook</p>	<p>Vocab:</p> <p>Skirt, trousers, T-shirt, blouse, dress, gown, tuxedo, hat, gloves, socks, etc.</p> <p>Language Function:</p> <p>He/She is wearing a hat.</p> <p>What do you wear on your head? Hat</p> <p>What is Toby wearing on summer?</p>	<p>Listening: Play the "Clothes Racing" games, Read the "My Favourite Clothes" story</p> <p>Speaking: Do the "Clothes Catalogue" activity</p> <p>Reading: Play the "Missing Card" game</p> <p>Writing: Do the "Clothes Catalogue" activity</p>	<p>- Practical English Language Teaching: Young Learners by Caroline T. Linse http://www.eslkidsstuff.com/lesson-plans/pdf/clothes-lesson-plan.pdf http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-my-favourite-clothes-transcript.pdf Youtube.com</p>
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			<ul style="list-style-type: none">-Speaker-LCD-Real clothes-Magazine, paper, glue, scissor			
10 (March 23 rd , 2015)	Job	<ul style="list-style-type: none">- Students are able to identify some jobs that they can usually find in their daily life.- Students are able to describe the duty of a particular job.	<p>Song:</p> <p>Story:</p> <p>Game: Who Am I, Missing Flashcard, Paper-Rock-Scissor Flashcard</p> <p>Media:</p> <p>1.Audio/video on jobs</p> <p>Tools/properties needed:</p>	<p>Vocab:</p> <p>Teachers, police officers, fire fighters, painters, farmer, baker, scientists, actor/actress, etc.</p> <p>Language Function:</p> <p>Mr. Gana is a Doctor. He helps sick people.</p> <p>Doctor, nurse, farmer, teacher, etc.</p>	<p>Listening: Play Who Am I game</p> <p>Speaking: Play Paper-Rock-Scissor Flashcard game</p> <p>Reading: Play Missing Flashcard game</p> <p>Writing: Do worksheet</p>	<p>- http://www.eslkidsstuff.com/lesson-plans/pdf/jobs-lesson-plan.pdf</p>

			-PC/Notebook -Speaker			
11 (March 25 th , 2015)	Emotion and feeling	<ul style="list-style-type: none"> - Students are able to identify some feelings and emotion. - Students are able to express some feelings and emotion using appropriate English. - Students are able to understand some feelings and emotion of people around. 	<p>Song: If you're happy</p> <p>Game: What is this?</p> <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - Paper - Big paper for poster - Colored markers - PC/Notebook - Speaker - LCD 	<p>Vocab:</p> <ul style="list-style-type: none"> - Happy - Sad - Hungry - Tired - Angry - Sick - Grateful - Surprised - Scary - Disgusted - Etc. <p>Language Function:</p> <p>How do you feel?</p> <p>I am happy.</p> <p>When I am happy I usually jump, etc. (express)</p>	<ul style="list-style-type: none"> - Teacher and students sing "If You're Happy" song as the warming up. - Teacher asks the students to mention some feelings in the song. - Teacher gives students 4 blank circle papers and sticks. - Teacher asks students to draw four feelings based on the song using their own imagination (happy, angry, sleepy, scary, etc.) - One student shows one of the teacher and the rests guess what expression is it - Take turn for all students 	

12 (March 27 th , 2015)	Assessment	<ul style="list-style-type: none"> - Students are able to mention and identify feelings and emotion that they usually experience in daily life. - Students are able to express feelings/emotions they experience using appropriate English in a proper way of saying. 	Song: - Game: - Media:- Tools: -Worksheets -Writing utensils	Vocab: <ul style="list-style-type: none"> - Clothes vocabularies - Days vocabularies - Daily activities vocabularies - Introducing themselves - Food and drinks vocabularies <p>Language Function:</p>	Listening: <ul style="list-style-type: none"> - teacher recalls the materials learned Speaking: <ul style="list-style-type: none"> -students answer the guessing quiz given by teacher Reading: <ul style="list-style-type: none"> -students answer some worksheets Writing: <ul style="list-style-type: none"> -students answer some worksheets 	
13 (March 30 th , 2015)	PICNIC	<ul style="list-style-type: none"> - Review [students are able to reflect on what they have learnt so far (clothes, job, emotions and feelings)] 	Song: Baker class song Game: - Media: -	Vocabularies: <ul style="list-style-type: none"> -animals vocabulary -food and drinks vocabulary 	Listening: <ul style="list-style-type: none"> -one students describe about the food and the other describe what is that Speaking:	

				-teacher and students sing the Baker class song and the Old Mc Donald song -each student describe the meals, snack and drink they brought -In a big group, students are asked to introduce themselves to the others Reading:- Writing:-		
14 (April 1 st , 2015)	Animals	- Students are able to mention the names of animals - Students are able to differentiate the noise of animals - Students are able to	Song: • Old Mc Donald • Going To The Zoo Story: The Animal Shelter Media: - Animals flashcards - Audio/video	Vocab: Lion, elephant, tiger, ant, pig, dog, cat, cow, buffalo, chicken, duck, bird, etc. Language Function: - This is a bird. It has four legs and two wings.	- Teacher and students sing "Old McDonald" song as the warming up. - Teacher asks the students to mention names and noises of the animals in the song. - Make a three columns tables of Farm animals, Pets,	http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter

		describe animals using appropriate English	<ul style="list-style-type: none"> - PC/Notebook - Speaker - LCD 	Its food is insects. - What animal is that? It is a duck. - What noise does it make? Cat's noise is quack quack. - Do you have any pet? Yes I do, I have a cat/No I don't. - Let's go to the zoo.	Wild/Zoo animals on the board - Ask students to write down animals' names as many as they know - Play the Animals in Action games by showing a flashcard to one student and act out the animal. Other students are asked to guess the animals. - Play the Animals Match-Up with the flashcards - Play the Going To Zoo game - Listen to The Animal Shelter story and do the worksheet	
15 (April 6 th , 2015)	Transportation	- Students are able to mention some public transportation using appropriate English - Students are	Song: <ul style="list-style-type: none"> • The Wheels on The Bus • Transportation song Media: <ul style="list-style-type: none"> - Transportation flashcards 	Vocab: Bus, Taxi, Pedicab, Plane, Train, Ship, Station, Airport, etc Language	- Teacher and students sing Wheels on the bus. - Teachers start to act out the action words in the song and ask students to follow. - Students are asked to do treasure hunt.	

		able to differentiate transportation based on Land, Water, and Air	<ul style="list-style-type: none"> - Audio/video - PC/Notebook - Speaker - LCD 	Function: <ul style="list-style-type: none"> - This is a bus. I can get bus in the bus station. - How did you get to school today? - I got to school by bus/on foot. - This is a bus. I can get in the bus in the bus station. - Where can I get on a train? 	<p>Before class, teachers should have already hide vocabulary cards of transportation around the class.</p> <ul style="list-style-type: none"> - Give a limited time. It can be 3-5 minutes. Ask them to find as many cards as they can found. - Give credits or stars to the student who can find the most number of cards. - Draw three columns on the board and name them Land, Air, and Water. - Students need to stick the cards into the right column. - Pronounce the words together. - Give students a sheet of paper and ask them to draw lines to divide the paper into 6 columns. - Ask students to draw one means of 	
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					transportation. Walk around the class and give compliments to their drawing. - Pick the best creative drawing and give credits or stars. - Next is crossword game. Distribute the crossword worksheet and let students finish it by themselves. Help them if there is any question. - Check the answers together. - Sit in one row as if you are sitting in a bus. - Play the wheels on the bus song and re-enact the song together. The front students should be the driver.	
16 (April 8 th , 2015)	BBQ	- Students are able to introduce themselves - Students are	Tools/Properties: - Barbeque utensils - Eating utensils	Language function: - What is your name? My name is Rafi.	- Teachers and students sing various songs on their way to the park for the barbeque.	

		<ul style="list-style-type: none"> - able to mention their favorite food and beverages - Students are able to mention their dreams - Students are able to cooperate with friends to do the barbeque 		<ul style="list-style-type: none"> - What is your favorite food? My favorite food is fried chicken. - What is your favorite beverage? My favorite beverage is ice cream. - What is your dream? I want to be a doctor. - What can I help you? Can you help me to cut the Lontong? - Let me help you. I will help you to wash the plate. 	<ul style="list-style-type: none"> - On the first post, students are asked to introduce their selves. After that they got the Satay sauce. - On the second post, students are asked about their favorite food and beverages. After that, they got the fan. - On the third post, students are asked about their dream. After that they got the Lontong. - Teachers and students prepare the Lontong and do the barbeque together. - Teachers and students eat together. - Teachers assist students to wash their own dishes and clean the park. 	
17 (April 10 th ,	Transportation	<ul style="list-style-type: none"> - Students are able to identify the 	Song: <ul style="list-style-type: none"> • The Wheels on The Bus 	Vocab: <ul style="list-style-type: none"> - Car 	<ul style="list-style-type: none"> - Teacher and students sing "The Wheels on the Bus" song as the 	

2015)		<p>name of some transportation.</p> <p>- Students are able to mention and explain the characteristics of some transportation using appropriate English.</p> <p>- Students are able to draw some kinds of transportation</p>	<p>Games : Continuing the Draft</p> <p>Media:</p> <ul style="list-style-type: none"> • Transportation flashcards • Audio/video • PC/Notebook • Speaker • LCD 	<ul style="list-style-type: none"> - Bus - Train/subway - Airplane - Firetruck - Motorcycle - Bicycle - Helicopter - Rocket - Police car - Hot air balloon <p>Language</p> <p>Function:</p> <p>This is a bus. I can get bus in the bus station.</p>	<p>warming up.</p> <ul style="list-style-type: none"> - Teacher asks the students to mention some parts of the bus based on the song. - Teacher gives students 4 blank papers and pencils. - Teacher asks students to draw one kind of shapes (line, circle, square, rectangle, triangle, etc.) - Teacher asks the students to move the paper to the students on the right side. - Each student will get a paper with one kind of shapes on it as a draft of transportation picture. Then ask the students to continue the draft to be a picture of a kind of transportation, such as car, bus, helicopter, etc. - Do it continually for three to four times. 	
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18 (April 13 th , 2015)	Public places	<ul style="list-style-type: none"> - Students are able to identify some public places they can find in daily life using appropriate English - Students are able to identify the functions of some public places using appropriate English - Students are able to describe some public places they ever visited 	<p>Song:</p> <ul style="list-style-type: none"> • English Time Song In The City <p>Story:</p> <ul style="list-style-type: none"> • Spy Cat <p>Media:</p> <ul style="list-style-type: none"> - Public Places vocabulary cards - Public Places flashcards - Audio/video - PC/Notebook - Speaker - LCD 	<p>Vocab:</p> <p>Restaurant, School, Station, Harbor, Hospital, Mosque, Church, Vihara, etc</p> <p>Language Function:</p> <ul style="list-style-type: none"> - Where can you buy food or drinks? We can go to restaurant. - Where are you going? I am going to school. - Over here. Over there. 	<ul style="list-style-type: none"> - Teacher and students sing In The City. - Teachers ask students about their favorite places in their town. - Students are asked to do treasure hunt. <p>Before class, teachers should have already hide vocabulary cards of public places around the class.</p> <ul style="list-style-type: none"> - Give a limited time. It can be 3-5 minutes. Ask them to find as many cards as they can found. - Give credits or stars to the student who can find the most number of cards. - Pronounce the words together. - Distribute the Let's Visit worksheet. - Guide students to put the places into the Ever visited and Never visited columns. 	
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					<ul style="list-style-type: none"> - On the Ever visited column, ask students to pick their most favorite place. - On the Never visited column, ask students to pick their most wanted place to visit. - Give students a sheet of paper and ask them to describe their most favorite place and why they want to visit their wanted place. - Ask them to present their description. - Listen to the Spy Cat story and fill in the worksheet. - Play the Flashcard Slam and the Missing Flashcard games. 	
19 (April 15 th , 2015)	Review		Song: - Game: - Media:			

20 (April 17 th , 2015)	FIELD TRIP		Song: - Game: outdoor games Media:			
21 (April 20 th , 2015)	PREPARATION FOR CLOSING	-students are able to perform what have they learnt in the class	Song: Suprman by Five for fighting Poetry: Friends		-teacher and student discuss about what kind of activities would be performed in closing and graduation	
22 (April 22 nd , 2015)	PREPARATION FOR CLOSING	-students are able to perform what have they learnt in the class	Song: Suprman by Five for fighting Poetry: Friends Drama: Little red riding hood		-teacher and students are divided into 4 groups: MC-ing, reading poetry, drama and singing -each group prepare their performance guided by the teacher	

23 (April 24 th , 2015)	PREPARATION FOR CLOSING	-students are able to perform what have they learnt in the class	Song: Suprman by Five for fighting Poetry: Friends		-each group prepare their performance guided by the teacher	
24 (April 26 th 2015)	CLOSING CEREMONY	-students are able to perform what have they learnt in the class	Song: Suprman by Five for fighting Poetry: Friends Drama: Little red riding hood		-each group prepare their performance guided by the teacher	

LEARNING MATERIALS FOR L5
SYLLABUS

Meeting	Topic	INDICATOR	INPUT	LANGUAGE	ACTIVITY	SOURCES
1 (March 2 nd , 2015)	Opening Ceremony		Text types (monologue/dialogue) Audio/video (songs/films) Audio/video: expressions	Language functions Grammar Vocabulary Pronunciation	Teachers introduce themselves. Teacher asks the students to introduce themselves in front of their friends individually. The students choose their own actor/actress they like as their attendance sign.	

2 (March 4 th , 2015)	Greeting, Introduction, Parting	<ul style="list-style-type: none"> - Students are able to greet people using appropriate English. - Students are able to introduce themselves using appropriate English. 	<p>Song:</p> <ul style="list-style-type: none"> • Good Morning Song • Goodbye, School Song for Kids • Hello song <p>Game: Speaking Up Ball</p> <p>(Teacher throws the ball to the student, and the one who gets the ball will greet his/her friends beside his/her)</p> <p>Media:</p> <p>3. Audio/video on greeting, introduction, and parting</p> <p>4. Ball (for a game to make the students know each other)</p> <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - PC/Notebook - Speaker - LCD 	<p>Vocab:</p> <p>Good morning</p> <p>Good afternoon</p> <p>Good evening</p> <p>Good night</p> <p>Hello everyone</p> <p>Hi</p> <p>My name is ...</p> <p>I am a student of SD ...</p> <p>Nice to meet you.</p> <p>Good bye</p> <p>Bye-bye</p> <p>See you later</p>	<p>Teacher and students sing "Good Morning" or "Hello" song.</p> <p>Teacher asks the students to mention some expressions in the song.</p> <p>Teacher helps the students to mention the expressions.</p> <p>Teacher asks the students to repeat the expressions.</p> <p>Teacher introduces herself again and asks the students about their name one by one.</p> <p>Then, teacher asks the students to do the same thing by introducing themselves.</p> <p>Using a ball, students introduce themselves again by singing "Good Morning" song.</p>	<p>https://www.youtube.com/watch?v=L89IDDq30J8</p> <p>Wright, Andrew. 2000. Creating Stories with Children. New York: Oxford Press (page 105)</p>
3	Greeting,	<ul style="list-style-type: none"> - Students are able to 	<p>Song: Hello Song.</p>	Vocab:	Teacher and students sing	

(March 6 th , 2015)	Introduction, Parting	introduce someone else to their friends using appropriate English. - Students are able to use leave-taking expressions in English	Game: Role-play Game. Media: Role-play cards, LCD, speaker.	Good morning Good afternoon Good evening Good night Hello everyone Hi Please meet my friend. She/he is my friend. Her/his name is ... She/he lives in ...	"Good Morning" or "Hello" song. Teacher asks the students to review the previous material. Teacher asks the students to answer some questions about greeting. Students are given some expressions to ask about identity and the answer. Students make and practice a short dialogue about asking and answering someone's identity. Students introduce other friends using based on the result of the dialogue. Then, teacher asks the students to do the same thing by introducing themselves. Using a ball, students introduce themselves again by singing "Good Morning" song. -	
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4 (March 9 th , 2015)	Family	<p>- Students are able to mention the part of a family using English.</p> <p>- Students are able to make their own family tree.</p>	<p>Song: The Finger Family</p> <p>Media:</p> <ul style="list-style-type: none"> • PC/Netbook • Speaker • LCD • Paper • Glue • Scissors • Colored pencils • The pictures of the students' family members • Family tree examples 	<p>Vocabulary:</p> <p>Mother, father, sister, brother, aunt, uncle, grandma, grandpa, cousin, niece, nephew.</p> <p>Language Function:</p> <p>This is my mother. Her name is Joycelline. She is a teacher.</p>	<p>Teacher and students mention the name of family members in English.</p> <p>Teacher and students sing "The Finger Family" song.</p> <p>Teacher writes the name of family member in the white board.</p> <p>Students add the rest on the white board.</p> <p>Students are given a worksheet about family.</p> <p>Students do the worksheet about Sam's family.</p> <p>Students listen to the teacher's instruction.</p> <p>Teacher asks the students to make their own family tree.</p> <p>Each student tells his/her family in front of their friends</p> <p>Students read their own family</p>	<p>https://www.youtube.com/watch?v=miFcrv6Lfx8</p>
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5 (March 11 th , 2015)	Hobbies	<ul style="list-style-type: none">- Students are to mention some hobbies of theirs and their friends’.- Students are able to describe their hobbies using appropriate English.	Song: Rolling-rolling Up and Sing Your Way Home. Game: Matching Game. Media: 1. Flashcard on hobbies.	Vocab: Playing soccer/badminton/games, swimming, drawing, writing, etc. Language Function: I like ... My hobby is ...	tree. Teachers ask the students about their hobbies. Students are asked to mention name of hobbies that they know. Students write it down on the board. Students are given an expression to tell about their hobbies. Using the expression, students tell their hobbies. Students play “Matching Game”.	http://www.teach-this.com/resources/free-time-activities
6 (March 13 th , 2015)	Job	<ul style="list-style-type: none">- Students are able to mention some professions that they can find in their environment	Song: When I Grow Up Game: Who Am I? Media: <ul style="list-style-type: none">• PC/Netbook• Speaker• LCD• Flashcard on jobs and professions.	Vocabulary: Farmer, actress, actor, baker, fire fighter, teacher, doctor, scientist, worker, etc. Language Function:	Teacher and students sing “Job”. Students are asked to mention name of jobs that they know. Students write it down on the board. Students are given an expression to tell about their	https://www.youtube.com/watch?v=ajlXP6fDUZE

			<ul style="list-style-type: none"> Paper 	I want to be...	<p>dream.</p> <p>Using the expression, students tell their jobs.</p> <p>Students match some jobs with the explanation of it.</p> <p>Students do a word search worksheet about job.</p> <p>Students discuss it together with their friends.</p> <p>Students play “Job Board” game.</p>	
7 (March 16 th , 2015)	Parts of the body	- Students are able to mention parts of their body correctly using appropriate English.	<p>Song: Rolling-rolling Up, Kids body parts song.</p> <p>Game: Simon Says and Stick it games.</p> <p>Media: 1. Flashcard 2. Pictures</p>	<p>Vocab: Head, shoulders, knees, toes, legs, foot, hand, arm, finger, armpit, neck, chest, stomach, nose, mouth, lips, tongue, eyes, eyebrows, eyelids, ears, etc.</p> <p>Language</p>	<p>Teacher and students sing “Good Morning” song.</p> <p>Teacher asks the students to mention some parts of the body in the song.</p> <p>Teacher helps the students to mention the expressions.</p> <p>Teacher asks the students to repeat the expressions.</p> <p>Teacher asks the function of</p>	

				Function: It is my stomach. I have two legs. I have black hair., etc.	some of body parts. Then, teacher asks the students to do the excercises. Teacher and students discuss the excercises. Teacher spread the flashcards out at the floor. Teacher reads the clues of some words of body parts. The students listen to the clues and find the flashcards. Teacher gives feedback and announces the winner. Teacher shows that the clues are taken from Pixie Dictionary and asks the students to look for the meaning of some words. Teacher and the students do dancing "Head, Shoulders, Knees, and Toes" together.	http://www.superteacherworksheets.com
9	Time	- Students are able to ask and	Song: Sing the way	Vocab:	Teacher and students sing	http://www.superteacherworksheets.com

(March 20 th , 2015)		tell the time using appropriate English	home song. Game: What time is it, Mr. Wolf? Media: <ul style="list-style-type: none">- Flashcards.- LCD- Worksheet- Paper- Pen	It is five o'clock now. Nine thirty, etc. Language Function: What time is it? It is six thirty.	"Hickory Dickory" song. Teacher shows time. Students respond to it. Teacher and students make their own clock. Teacher asks students to answer some questions about time by showing the time using their own clock. Students are asked to ask their friends about the time. Students do a worksheet about daily activities which is related to time.	ets.com/time.html
10 (March 23 rd , 2015)	Daily Activities	- Students are able to tell the class about their routine daily activities using appropriate English. - Students are able to ask and respond to their friends' daily activities.	Song: Wake Up! Daily Routines Song for Kids Game: ? Media: <ul style="list-style-type: none">• PC/Netbook• Speaker• LCD• Paper• Glue	Vocabulary: <ul style="list-style-type: none">- Wake up- Take a bath- Get dressed- Comb my hair- Tidy up my bed- Breakfast- Ride bicycle- Study at school- Go home- Lunch	Teacher introduces students about activities in the morning. Students listen and write new words. Students repeat daily activities after the teacher.	https://www.youtube.com/watch?v=eUXki6i6Ezw

			<ul style="list-style-type: none"> • Scrambled letters 	<ul style="list-style-type: none"> - Take a nap - Play with my friends - Help my mother - Sweep the floor - Wash the dishes - Do prayer/pray - Recite the Holy Quran - Do assignment - Watch TV - Go to bed <p>Language</p> <p>Function:</p> <p>What time do you usually take a bath?</p> <p>I usually take a bath at five o'clock.</p>	<p>Students mention it individually.</p> <p>Students match some activities with the picture.</p>	
11 (March 25 th , 2015)	Daily Activities	<ul style="list-style-type: none"> - Students are able to tell the class about their routine daily activities using appropriate English. - Students are 	<p>Song: Good morning song.</p> <p>Game: Survey Game.</p> <p>Media:</p> <ul style="list-style-type: none"> - LCD 	<p>Vocab:</p> <ul style="list-style-type: none"> - Wake up - Take a bath - Get dressed - Comb my hair - Tidy up my bed - Breakfast 	<p>Teachers ask the students to mention many things about daily activities.</p> <p>Teachers give some vocabularies related to daily</p>	

		able to ask and respond to their friends' daily activities.	<ul style="list-style-type: none"> - Paper - Pen - Worksheet 	<ul style="list-style-type: none"> - Ride bicycle - Study at school - Go home - Lunch - Take a nap - Play with my friends - Help my mother - Sweep the floor - Wash the dishes - Do prayer/pray - Recite the Holy Quran - Do assignment - Watch TV - Go to bed <p>Language</p> <p>Function:</p> <p>What time do you usually take a bath?</p> <p>I usually take a bath at five o'clock.</p>	<p>activities.</p> <p>Students are given worksheet about their daily schedule.</p> <p>Using the worksheet, the students play "Survey Game". They have to ask their friends related to their daily schedule.</p>	
12 (March)	Foods and beverages	- Students are able to mention and describe the	<p>Song:</p> <ul style="list-style-type: none"> • Do You Like 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Fruits 	Teacher shows some pictures	https://www.youtube.com/watch

27 th , 2015)		taste of some foods and beverages using appropriate English	<p>Broccoli Ice Cream?</p> <ul style="list-style-type: none"> • Hockey Pockey (Food and Beverage) <p>Game: Going Shopping</p> <p>Media:</p> <ul style="list-style-type: none"> • Netbook • Speaker • Food and Beverage Flashcards 	<p>(bananas, guava, durian, apple, melon, pineapple, etc.)</p> <ul style="list-style-type: none"> - Vegetables (broccoli, Ice Cream - Donates - Juice - Donates Juice - Popcorn - Pizza - Popcorn Pizza - Soup - Banana Soup - Rice - Milk - Tea - Coffee - Etc. <p>Language Function:</p> <p>What is your favorite food/drink?</p> <p>My favorite food is meatball and my favorite drink is avocado juice.</p>	<p>of foods and beverages.</p> <p>Students have to mention the name of the pictures.</p> <p>Teacher aand the students discuss how to ask and give information about their favorite foods and beverages.</p> <p>Teacher asks the students to do the worksheet.</p> <p>Teacher and the students discuss the worksheet.</p> <p>Teacher asks the students to do minisurvey by asking people putside class.</p> <p>Students do the assignment.</p> <p>Students report the result in front of the class.</p> <p>Teacher appreciates the students' works.</p> <p>Teacher and the students take break.</p>	?v=fnN3nvhiHUK
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13 (March 30 th , 2015)	Lesson: Feeling and Emotion Picnic	- Half lesson: Students are able to mention some verbs and adjectives about feeling and emotion and what will they do if so using appropriate English. - Review [students are able to reflect on what they have learnt so far (times, daily activities, food and beverage)]	Song: Good morning song, If You're Happy song. Game: Stick It game, Survey Game. Media: - LCD - Paper - Pen	Vocab: - Happy - Sad - Hungry - Tired - Angry - Sick Language Function: When somebody hits me I will be angry. Or When I am happy I will jump.	<ul style="list-style-type: none"> a. Routines and patterns <ul style="list-style-type: none"> - Greeting - Checking attendance - Saying an opening prayer - Sing "Good Morning" song. b. Main teaching <ul style="list-style-type: none"> - Teachers ask the students about what they feel in some situations. - Teachers give video related to feelings and emotions. - Students play "Stick It" game. - Using the worksheet, the students play "Survey Game". They have to ask their friends related to their daily schedule. - Teachers and Students sing "If You're Happy" song. c. Closing <ul style="list-style-type: none"> - Teachers review the material. - Teachers preview the upcoming material. - Teachers and students say a closing prayer. 	
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14 (April 1 st , 2015)	Emotion, feeling	<p>- Students are able to express their feeling using appropriate English</p> <p>- Students are able to ask other's feeling using appropriate English.</p>	<p>Song:</p> <ul style="list-style-type: none"> • Rolling rolling • If You Happy and You Know <p>Game:</p> <ul style="list-style-type: none"> • Mime and acting: Emoticons • Simon Says <p>Media:</p> <ul style="list-style-type: none"> • PC/Netbook • Speaker • LCD 	<p>Vocabulary: (addition)</p> <ul style="list-style-type: none"> - Grateful - Surprised - Scary - Disgusted - Etc. <p>Language Function:</p> <p>When somebody hits me I will be angry.</p> <p>Or</p> <p>When I am happy I will jump.</p>	<p>Teacherplays two videos related to feeling, fist is "Happy" the original soundtrack of animation movie and "If you happy".</p> <p>Teacher asks the students to mention the feeling on those videos.</p> <p>Teacher shows some feelings and emotions on slides.</p> <p>The students do the feelings and emotions worksheet.</p> <p>Teacher and the students discuss the worksheet together.</p> <p>Teacher asks the students to count their selves.</p> <p>Teacher asks the students to draw some feelings and/or emotions.</p> <p>Students draw the pictures.</p> <p>Teacher and the students arrange the pictures into a</p>	<p>www.youtube.com</p> <p>Wright, Andrew.2000.Creating Stories with Children.New York: Oxford Press. (page 17 and 56)</p>
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				<p>good order. The order is a board game.</p> <p>Students play the feeling and emotion board game by describing when they have those feelings such as “I am confused when I” The students have to describe it using their own experiences.</p> <p>Teacher appreciates the winner of the board game.</p>		
<p>15 (April 6th, 2015)</p>	<p>Animal</p>	<p>- Students are able to mention the names of animals and describe them using appropriate English</p>	<p>Song: Hello and Good Morning song, Old MacDonald song.</p> <p>Game: Animals Walk Game.</p> <p>Media:</p> <ul style="list-style-type: none"> - LCD - Speaker - Flashcards 	<p>Vocab:</p> <ul style="list-style-type: none"> - Lion - Elephant - Tiger - Ant - Pig - Dog - Cat - Cow - Buffalo - Chicken - Duck - Bird - Etc. <p>Language Function:</p> <p>This is a bird. It</p>	<p>Teacher shows some pictures of animals.</p> <p>Students mention kinds of animal they know.</p> <p>Students and teacher sing “Old Mac Donald” song.</p> <p>Students make a sentence to describe about animal's characteristics.</p> <p>In pairs, students answer some questions related to animals.</p> <p>Then, they have to ask other</p>	

				has four legs and two wings. Its food is insects.	groups about the animal they know. The group who gets the highest score is the winner. Every student has to describe their favorite animal in front of their friends.	
17 (April 10 th , 2015)	Transportation, public places	a. Students are able to mention some public transportation using appropriate English	Song: Hello and good morning song. Game: Stick It game. Media: <ul style="list-style-type: none">- LCD- Video- Speaker- Pictures	Vocab: b. Bus c. Taxi d. Pedicab e. Taxi Motor f. Plane g. Train h. Ship i. Station j. Airport Language Function: This is a bus. I can go to school by bus. I can get bus in the bus station.	Teacher shows some pictures of transportation and public places. Students mention kinds of transportation they know. Students watch "Learn Different Types of Transportation" video. Students stick and glue types of transportation based on some categories. Students write the name of public transportation based on the transportation. In pairs, students answer some questions related to transportation	

				Every student has to describe their favorite transportation in front of their friends.		
18 (April 13 th , 2015)	Direction	- Students are able to ask and giving direction using appropriate English	<p>Song:</p> <ul style="list-style-type: none"> • Excuse me, where's the park? • Move left! <p>Game: Mime the short journey</p> <p>(Teacher reads a short journey and the students should mime it)</p> <p>Media:</p> <ul style="list-style-type: none"> • PC/Netbook • Speaker • Puzzle 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Right side - Left side - Turn right - Turn left - Go ahead - Go straight - Traffic light - T-junction - Crossroad - Main road - Alley <p>Language</p> <p>Function:</p> <p>Can you tell me the way to the post office?</p> <p>Just go straight, turn right on the crossroad. The post office is on your right.</p>	<p>Teacher reviews the previous meeting material by asking some public places that the students have learnt.</p> <p>Teacher asks the students to note the name of some public places and directions that are in the video.</p> <p>The teacher plays the video.</p> <p>The students take note.</p> <p>The teacher and the students discuss it.</p> <p>The teacher then gives the students worksheet on directions.</p> <p>The teacher and the students discuss it.</p> <p>The teacher informs the students the next activity that</p>	https://www.youtube.com/watch?v=VgYerOlauvQ

				<p>is completing the missing public places on “FREE CITY map”.</p> <p>The teacher reads the letter from the “FREE CITY” major that is the role of the game.</p> <p>The students do the activity by discussing the clues and drawing the building on the map.</p> <p>The students and teacher take break.</p>	
19 (April 15th, 2015)	Review		<p>Song: -</p> <p>Game: -</p> <p>Media:</p>		
20 (April 17th, 2015)	FIELD TRIP		<p>Song: -</p> <p>Game: outdoor games</p> <p>Media:</p>		
21	PREPARATI ON FOR	-students are able to perform what	Song: Superman by	-teacher and student discuss	

(April 20th, 2015)	CLOSING	have they learnt in the class	Five for fighting Poetry: Friends Drama: Little red riding hood		about what kind of activities would be performed in closing and graduation	
22 (April 22nd, 2015)	PREPARATI ON FOR CLOSING	-students are able to perform what have they learnt in the class	Song: Superman by Five for fighting Poetry: Friends Drama: Little red riding hood		-teacher and students are divided into 4 groups: MC-ing, reading poetry, drama and singing -each group prepare their performance guided by the teacher	
23 (April 24th, 2015)	PREPARATI ON FOR CLOSING	-students are able to perform what have they learnt in the class	Song: Superman by Five for fighting Poetry: Friends		-each group prepare their performance guided by the teacher	

			Drama: Little red riding hood			
24 (April 26th 2015)	CLOSING CEREMONY	-students are able to perform what have they learnt in the class	Song: Superman by Five for fighting Poetry: Friends Drama: Little red riding hood		-each group prepare their performance guided by the teacher	

APPENDIX I
THE LESSON PLANS

LESSON PLAN

MEETING 1

Topic : Introduction

Allocated Time : 30 minutes

Level : Kindie

Learning Objectives:

- Students are able to introduce themselves

Materials Needed:

- Song:
 - Hello song
- PC/Notebook
- Speaker
- LCD

Vocabulary:

- Hallo
- Hi

Language Function:

Hi, my name is ...

Teaching Steps

a. Routines and patterns

- Greeting
- Checking attendance
- Saying an opening prayer

b. Main Teaching

- Teachers introduce theme song
- Teachers guide students to introduce themselves in front of the class

c. Closing

- Teachers preview the upcoming material.
- Teachers and students say a closing prayer.

LESSON PLAN

MEETING 1

Topic : Greeting, introduction, parting

Allocated Time : 30 minutes

Level : L1

Learning Objectives:

- Students are able to introduce themselves using appropriate English.

Materials Needed:

- Song: Hello song
- Audio/video on greeting, introduction, and parting
- A Ball (for a game to make the students know each other)
- PC/Notebook
- Speaker
- LCD

Language:

- Hello everyone
- Hi!
- My name is ...
- I am a student of SD ...
- Nice to meet you.
- Good bye
- Bye-bye
- See you later

Teaching Steps

- a. Routines and patterns
 - o Greeting
 - o Checking attendance
 - o Saying an opening prayer
 - o Introduction of today's topic

b. Main Teaching

- Students come in to the classroom
- Teachers introduce themselves to the students
- Teachers and students sing “The greeting song”
- Teachers ask the students to introduce self.
- 10 minutes break. Teachers can fill in the Diary book.
- Survey the things in the classroom.

c. Closing

- Teachers preview the upcoming material.
- Teacher give homework or what should students bring for next meeting.
- Teachers and students say a closing prayer.

LESSON PLAN

MEETING 1

Topic : Introduction

Allocated Time : 30 minutes

Level : L2

Learning Objectives:

- Students are able to get along well with their classmates.
- Students are able to get along well with the teachers.

Materials Needed:

- Song:
 - Hello song
 - Greeting song
- A Ball (for a game to make the students know each other)
- Speaker
- LCD

Language:

- Hello everyone
- Hi!
- My name is ...
- I am a student of SD ...
- Good bye
- Bye-bye
- See you later

Teaching Steps

- d. Routines and patterns
 - Greeting
 - Checking attendance
 - Saying an opening prayer
 - Introduction

e. Main Teaching

- Teacher and students sing “Good Morning” or “Hello” song.
- Teacher introduces herself again and asks the students about their name one by one.
- Then, teacher asks the students to do the same thing by introducing themselves.
- Using a snow ball, students introduce themselves again by singing “Good Morning” song.

f. Closing

- Teachers preview the upcoming material.
- Teachers and students say a closing prayer.

LESSON PLAN

MEETING 1

Topic : Greeting, introduction, parting

Allocated Time : 30 minutes

Level : L3 – L4

Learning Objectives:

- Students are able to introduce themselves using appropriate English.
- Students are able to introduce themselves in front of the class using appropriate English.
- Students are able to ask people about general information using appropriate English.

Materials Needed:

- Song: Hello song
- Audio/video on greeting, introduction, and parting
- A Ball (for a game to make the students know each other)
- PC/Notebook
- Speaker
- LCD

Language:

- Hello everyone
- Hi!
- My name is ...
- I am a student of SD ...
- Nice to meet you.
- Good bye
- Bye-bye
- See you later

Teaching Steps

g. Routines and patterns

- o Greeting

- Checking attendance
- Saying an opening prayer
- Introduction of today's topic

h. Main Teaching

- Greeting:
 - Teacher and students sing "Hello" song.
 - Teacher asks the students to mention some expressions in the song.
 - Teacher helps the students to mention the expressions.
 - Teacher asks the students to repeat the expressions.
- Introducing:
 - Teacher introduces herself to the students.
 - Teacher ask the students to introduce themselves in front of the class using English.
 - While one student introducing his/herself, the rest of the students pay attention and asking some questions.
 - The students take turn to introduce themselves.
- Rules:
 - Teacher and students made some rules during the.
- 10 minutes break. Teachers can fill in the Diary book.
- Survey the things in the classroom.

i. Closing

- Teachers preview the upcoming material.
- Teacher give homework or what should students bring for next meeting.
- Teachers and students say a closing prayer.

LESSON PLAN

MEETING 1

Topic : Greeting

Allocated Time : 30 minutes

Level : L5

Learning Objectives:

- Students are able to greet people using appropriate English.
- Students are able to introduce themselves using appropriate English.

Materials Needed:

- Song:
 - Good Morning Song
- Audio/video on greeting, introduction, and parting
- A Ball (for a game to make the students know each other)
- PC/Notebook
- Speaker
- LCD

Language:

- Good morning
- Good afternoon
- Good evening
- Good night
- Hello everyone
- Hi!
- My name is ...

Teaching Steps

- a. Routines and patterns
 - Greeting
 - Checking attendance
 - Saying an opening prayer
 - Introduction

b. Main Teaching

- Teacher and students sing “Good Morning” or “Hello” song.
- Teacher asks the students to mention some expressions in the song.
- Teacher helps the students to mention the expressions.
- Teacher asks the students to repeat the expressions.
- Teacher introduces herself again and asks the students about their name one by one.
- Then, teacher asks the students to do the same thing by introducing themselves.
- Using a ball, students introduce themselves again by singing “Good Morning” song.

c. Closing

- Teachers preview the upcoming material.
- Teachers and students say a closing prayer.

APPENDIX J
THE FIRST DRAFT



SOP of Fun English Club (FEC) 2015

Fun English Club (FEC) is an English language school for children, that is firstly conducted in Yogyakarta State University and it belongs to a non-formal education program. It is an annual English program managed by the EFC (English for Children) students who are doing practicum. FEC provides young learners to learn English as a foreign language in more enjoyable and fun way which is oriented in children communicative competencies.

A. The School Profile

1. The School Name

The name of the school for children is interesting, familiar for children, and easy to be pronounced. It may an abbreviation of a word or phrase like Fun English Club becomes FEC.

2. The Tagline

The catchphrase or slogan is easy to remember and is used to attract attention. The FEC is an annual program that has different theme each year, so the tagline is created in correlation with the theme "Jobs" that is catchy, meaningful and easy to be pronounced: "Be ready for now, be great for tomorrow".

3. The Logo

It is a symbol or other design adopted by an organization to identify its products. The logo of FEC 2015 is a pinwheel with different colored blades standing in front of bright blue sky. The logo of FEC is attached in the appendix.

a) Elements of the Logo

The pinwheel figure is picked out of popular child's toy. It is a toy which a child could play with or learn with, i.e., when the child makes the pinwheel by himself. The pinwheel symbolizes childhood and playful learning—the elements featured in Fun English Club. Four different colors of the pinwheel blades—red, blue, green, and yellow—symbolize the activities in Fun English Club that are not monotonous.

The pinwheel standing in front of blue sky illustrates its readiness to face the wind or the world outside which then represents the tagline of FEC2015, "Be Ready for Now, Be Great for Tomorrow".

b) Correlation with the Theme of the Event

A pinwheel is a toy which a child needs to move with his hand in order to have fun with. In correlation with the theme of the event, which is "job/profession" the movement needed by a child to have fun with the pinwheel symbolizes the continuous effort that a person needs to maintain a job or a profession he has achieved.

4. The Facilities

The facilities are what the children's needs to support the teaching and learning process. It is comparable with the school fee such as the competent teachers, comfortable classroom with AC and a set of computer, T-shirt, bag, diary book, ID card, academic calendar, certificate, and achievement report.

5. The Teaching and Learning Process

- It included the teaching techniques, the activities in both inside and outside the classroom, the curriculum and syllabus, and the evaluation.
- The basic of FEC is how the children learn English in fun ways. The activities both inside and outside the classroom are designed to be interesting, encouraging, attractive, creative, and innovative by using songs, stories, and games.
- The syllabus was designed for 24 meetings by the teachers of each level guided by the academic section. The topics of each meeting were based on the previous FEC 2014, then it was developed by the teachers considering the students' language acquisition development, and the students' needs and the topics were close to the students' life nowadays.

- The evaluation was done in the middle of the program, in which the children were asked to do some tasks in fun way to determine whether or not the children receive the materials well.

6. The Setting/Schedule

- The best length of a school for children is 2-3 months with three meetings a week in the afternoon. The FEC is started from March 2nd to April 26th 2015. It takes place on Monday, Wednesday, and Friday at 3.30 p.m. to 5.00 p.m. in FBS campus UNY.
- The activities are best done in both indoor and outdoor. For the indoor activities, the classroom should be comfortable, reachable, and safe in which it provides pleasant feeling to learn English like the colorful classroom decoration with some pictures, words, numbers, etc., good classroom temperature, and safe for doing any physical movement. For the outdoor activities, the place should be reachable for children like in the park, hall room, and others.
- For the fieldtrip, it needs to conduct a survey first to some places to consider whether it is appropriate for children or not. The fieldtrip of FEC is in Banyu Sumilir Sleman Yogyakarta that provides more facilities for children in learning with the nature.

7. The School Fee

FEC is a private school that should be profitable. The school fee is considered based on the facilities given to the children. The school fee of FEC 2015 is Rp 175.000 that is paid monthly. Additionally, there is Rp 15.000 of registration.

The details of the school fee are explained as follows.

The details of the school fee are explained as follows.

No	Facilities	Rp.
1	T-shirt	50.000
2	ID-card	2.000
3	Calendar	2.000
4	Bag	15.000
5	Diary book	5.000
6	Certificate kit	6.000
7	Building	10.000
8	Teachers' fee	50.000
9	Administration	10.000
10	Consumption	25.000
	Sum	175.000

8. The teachers

The teachers of FEC are the students of EFC who are competent and professional. There are four sets of competencies that a professional teacher must have: the pedagogical competencies, the professional competencies, the personal competencies, and the social competencies. They have passed the English for children courses: the Children Language Acquisition, Children Language Teaching Methodology, and Program Development of EFC.

B. The Management Officers

1. The Director

The duty is supervising the program from the beginning of the program, during the program and even after the program

2. The Secretary

a. Making proposals

- There are some proposals made such as the proposal for the UNY anniversary, Practicum of EFC course, and sponsorship proposal.
- They briefly and clearly explain the description of the program, the aims of the program, the human resources, the activities during the program, the financial, and the offers to the companies as the cooperation.

b. Administering the registration

- The registration of FEC 2015 is conducted in Pendopo Tedjokusumo FBS UNY approximately 5 weeks before the program
- The schedule of the registration is arranged by grouping each section for each day so they can discuss the progress of FEC preparation while serving the registration

c. Writing and managing the letters

- There are more than 20 letters such as the permission letter to use several rooms for every single FEC activity both indoor and outdoor activities, the permission letter to reserve the UNY bus for the field trip agenda, the permission letter to promote the program in some schools, and the invitation letter to some lecturers and parents.

d. Making the MoU (Memorandum of Understanding)

- The MoU are made after the company or media partner accept the offers in the sponsorship proposals. It is made as profitable as possible, as the cooperation one another. The secretary made a MoU for the AdiTV as the media partner of FEC 2015.

e. Arranging meetings of FEC committee

- The aim of the FEC committee meeting is to discuss the problems, the progress, the planning, the evaluation and everything related to the FEC
- The meeting is arranged once a week, but there is additional meeting if there is unpredictable problems to be discussed soon

f. Note-taking during every meeting of FEC committee

- During the FEC committee meeting, every result of the discussion should be noted well as the document whenever it is needed

g. Receiving telephone calls and messages

- There are some questions asked by the customers related to the FEC, and the secretary should answer all of them

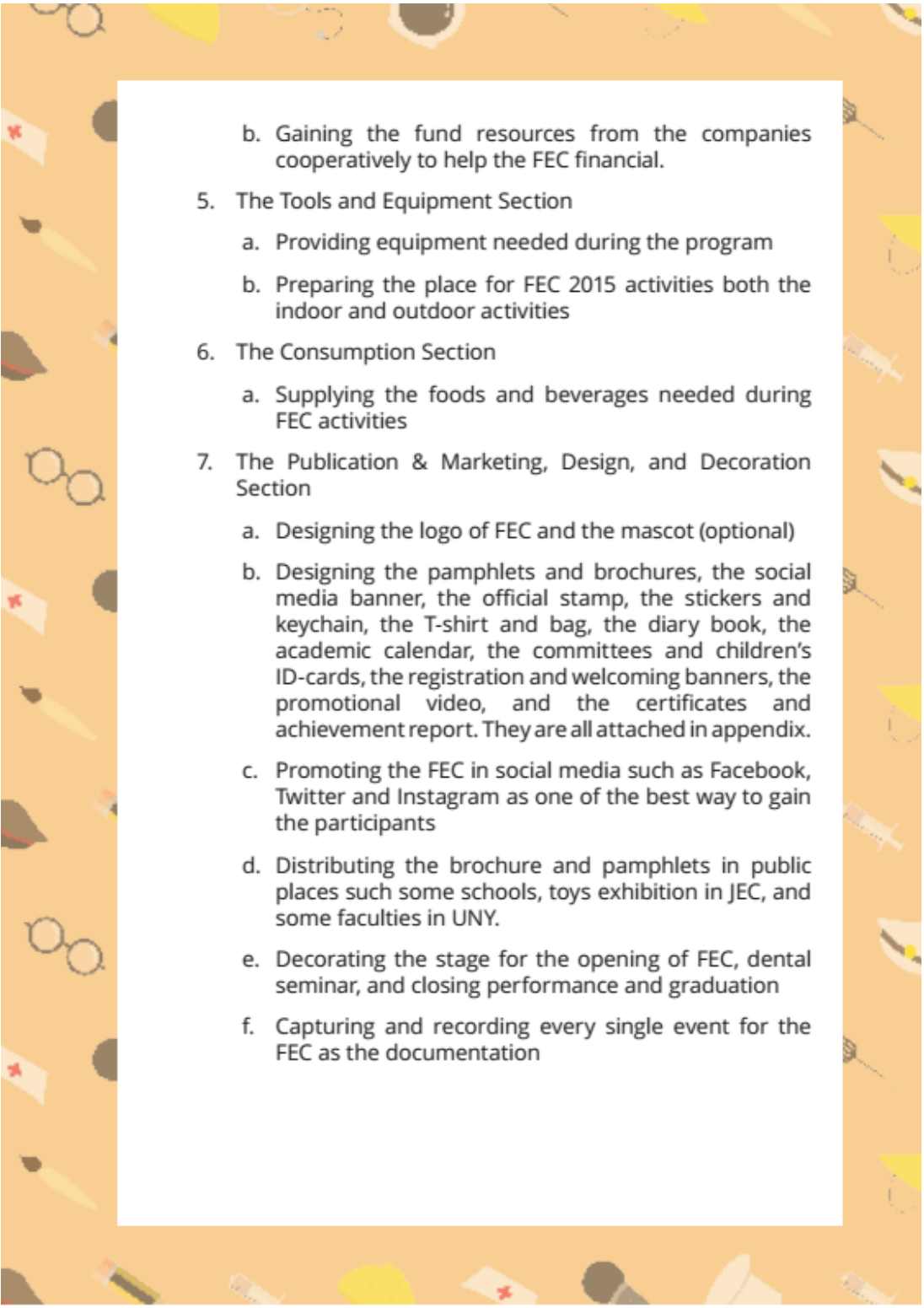
h. Being the vice director whenever the director is getting sick or going somewhere for a particular business.

3. The Treasurer

- a. Managing the FEC financial especially controlling the outcome to be profitable.
- b. Recording & budgetting the FEC financial in detail.

4. The Sponsorship Section

- a. Looking for media partner to cover the activities during the FEC.

- 
- b. Gaining the fund resources from the companies cooperatively to help the FEC financial.
 - 5. The Tools and Equipment Section
 - a. Providing equipment needed during the program
 - b. Preparing the place for FEC 2015 activities both the indoor and outdoor activities
 - 6. The Consumption Section
 - a. Supplying the foods and beverages needed during FEC activities
 - 7. The Publication & Marketing, Design, and Decoration Section
 - a. Designing the logo of FEC and the mascot (optional)
 - b. Designing the pamphlets and brochures, the social media banner, the official stamp, the stickers and keychain, the T-shirt and bag, the diary book, the academic calendar, the committees and children's ID-cards, the registration and welcoming banners, the promotional video, and the certificates and achievement report. They are all attached in appendix.
 - c. Promoting the FEC in social media such as Facebook, Twitter and Instagram as one of the best way to gain the participants
 - d. Distributing the brochure and pamphlets in public places such some schools, toys exhibition in JEC, and some faculties in UNY.
 - e. Decorating the stage for the opening of FEC, dental seminar, and closing performance and graduation
 - f. Capturing and recording every single event for the FEC as the documentation

8. The Event Section

- a. Preparing the outdoor and indoor activities in detail excluding the teaching and learning in the classroom starting from deciding the setting, arranging the rundown, explaining the procedures and surveying the destination. The outdoor activities are follows.

- 1) Campus grand tour

The aim is to introduce the school environment to the children. The children go around the FBS campus with a simple route and do some activities there like coloring, drawing, playing game, singing, and others.

- 2) Picnic

It is for the children's social development in which they bring some food and beverages and share them to their friends. It takes place outside the classroom.

- 3) Barbecue

The aim is to teach the children to be autonomous in life skill and to be cooperative in group. The children are divided into 3 to 4 group and they go around the campus with different route each group. There are some activities to be done like coloring, drawing, playing game, singing, etc. before they finally arrive in the finish line as the main spot to do barbecue. In barbecue, children prepare and cook the food, and wash the stuffs by themselves.

- 4) Field trip

The children learn the outdoor skills like body movement games and socialize with the nature. It takes place on Sunday in the morning to the afternoon by the UNY bus since it takes a long time about 5-6 hours. The destination is reachable both the location and the fee, safe, and comfortable.

The indoor activities prepared by this section are follows.

1) The opening of FEC 2015

In the first meeting, the agenda is opening of FEC 2015 for 30 minutes in Seminar Room GK I starting from the opening ceremony, introducing the theme, the teachers, the agenda for the FEC, grouping the children based on the level prepared by the committee. Then it is continued by the classroom activities i.e. introducing the classroom members.

2) Dental seminar

The aim is to ask the children to learn in another atmosphere outside their classroom. All children from each level are in the seminar room learning about dental care like how to keep their mouth clean and fresh, and practicing how to brush well.

3) Parents' meeting

The aim is to discuss with the parents about the children's progress cognitively, emotionally, socially and physically.

4) Closing performance and graduation

This is the opportunities for children to perform what they have learned during the FEC in some performances like singing, dancing, role playing, reading poem, MC-ing, story-telling, and others.

9. The Academic Section

- a. Dividing the levels and the homeroom teacher. The levels are based on the children's level in their school or the ages.
- b. Developing the FEC syllabus for all levels
- c. Making the list of media inventory
- d. Providing the forms to write the vignette of teaching and learning process for the teachers as the report what happened in the classroom
- e. Arranging the teaching schedule for all teachers

C. The Academic Activities

1. Developing the syllabus

- The syllabus consists of list of content to be taught through a course of study
- The FEC 2015 syllabus is adopted by the previous FEC 2014 syllabus
- The syllabus is developed by the teachers, then it is nsulted with the academic section and presented to the EFC lecturers to get some evaluation and revision
- The syllabus is developed in theme-based for each meeting
- The activities are fun and enjoyable using game, song, and story
- The evaluation is done in the middle of the program to measure the children's progress

2. Writing the lesson plans

- Lesson plans help teachers to decide what they are going to teach in the classroom related to the students' wants and needs
- The lesson plans is arranged by describing the syllabus in the form of detail steps in teaching and learning process in the classroom
- The lesson plans begin with a short introduction, reminding the children of what happened last time and saying what would be the topics this time. Those are arranged into 4-5 sentences in about 2-3 minutes. In the same way, at the end of the session, the teacher provides a brief summary and perhaps telling the children what will happen
- The lesson plans consist of the topic of the day, the allocated time, the level, the learning objectives, the materials needed, the vocabularies would be taught, the language function, and the steps in teaching and learning process starting from the warming up or routines and patterns, main teaching and closing.

APPENDIX K
THE FINAL PRODUCT



STANDARD OPERATING PROCEDURE OF FUN ENGLISH CLUB 2015



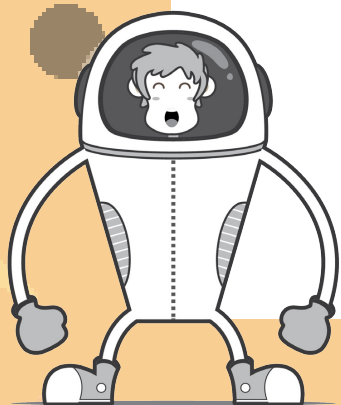
Be Ready for Now,
Be Great for Tomorrow

Written by:
Intan Puspita Sari

Consulted by:
Nury Supriyanti, M.A.

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A. Who is this SOP for

This SOP is arranged for:

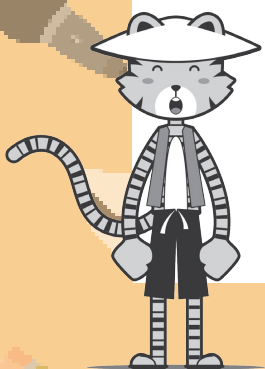
1. The EFC lecturers, as one of the guidelines for teaching Program Development of English for Children
2. The future FEC managers, as the guideline for carrying out the future FEC
3. English for children program developers, as one of the guidelines for developing English language school for children.

B. How to use this SOP

This SOP consists of the procedures in developing FEC 2015 starting from naming the language school up to the syllabus design. It is important to read and follow the procedures carefully then adjust them to the planned program to be implemented in real language school.

C. What FEC 2015 is

Fun English Club (FEC) is an English program for children, that is conducted in FBS Campus Yogyakarta State University and it belongs to a non-formal education program. It is an annual English program managed by the EFC (English for Children) students who are doing practicum. FEC provides young learners to learn English as a foreign language in more enjoyable and fun way which is oriented in children communicative competencies. The FEC 2015 conducted from March to April 2015.



D. SOP of FEC 2015

1. The School Profile

a. The School Name

Name the school using short, interesting, familiar for children, and easy to be remembered and pronounced word/phrase. It may an abbreviation of a word or phrase like FEC that stands for Fun English Club.

b. The Tagline

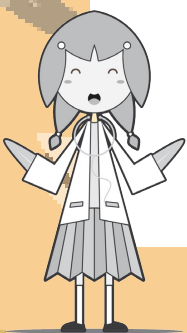
Arrange the catchphrase or slogan with the easy to remember phrases or clauses to attract the targets' attention. It should be catchy, meaningful and easy to be pronounced like "Be ready for now, be great for tomorrow".

c. The Logo

It is a symbol or design adopted by FEC 2015 to identify the program in detail. Design the logo with an eye-catching design and a clear philosophy and explanation about the elements of the logo and the correlation with the theme of the language school.

d. The Facilities

The facilities are what the children's needs to support the teaching and learning process. Offer



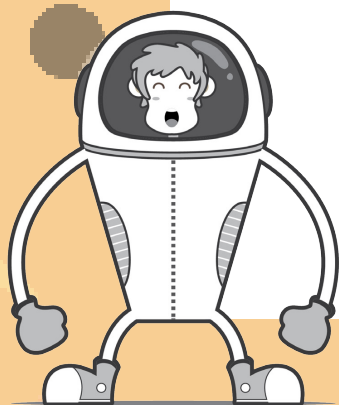
the facilities that are comparable with the school fee such as the competent teachers, comfortable classroom with AC and a set of computer, T-shirt, bag, diary book, ID card, academic calendar, certificate, and achievement report.

e. The Teaching and Learning Process

- It includes the teaching techniques, the activities in both inside and outside the classroom, the curriculum and syllabus, and the evaluation.
- The basic of FEC is how the children learn English in fun ways. Design the activities both inside and outside the classroom with interesting, encouraging, attractive, creative, and innovative activities by using songs, stories, and games.
- Design the syllabus for 24 meetings by the teachers of each level.
- Conduct an evaluation in the middle of the program, in which the children are asked to do some tasks in fun way to determine whether or not the children receive the materials well.

f. The Setting/Schedule

- Set the length of the school for 2-3 months with three meetings a week in the afternoon.
- Set the activities in both indoor and outdoor. For the indoor activities, the classroom should



be comfortable, reachable, and safe in which it provides a pleasant feeling to learn English like the colorful classroom decoration with some pictures, words, numbers, etc., good classroom temperature, and safe for doing any physical movement. For the outdoor activities, the place should be reachable for children like in the park, hall room, and others.

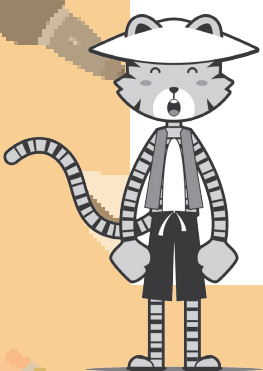
- For the fieldtrip, conduct a survey first to some places to consider whether it is appropriate for children or not. The fieldtrip destination should provide facilities for children in learning with the nature.

g. The School Fee

FEC is a school that should be profitable. Consider the school fee based on the facilities given to the children. The school fee should be paid monthly.

h. The Teachers

The teachers of FEC are the students of EFC who are competent and professional. There are four sets of competencies that a professional teacher must have: the pedagogical competencies, the professional competencies, the personal competencies, and the social competencies.



i. The Committee

- Divide the committee as the management officers of FEC 2015 based on the number of the committee and the capability.
- Divide the duties of each committee adopted from the previous FEC book report.

2. The Management Officers

1) The Director

The duty is supervising the program from the beginning of the program, during the program and even after the program

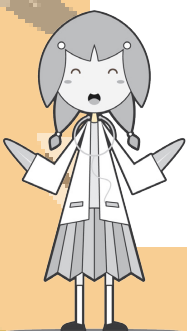
2) The Secretary

a. Writing proposals

- There are some proposals written such as the proposal for the UNY anniversary, Practicum of EFC course, and sponsorship proposal.
- They briefly and clearly explain the description of the program, the aims of the program, the human resources, the activities during the program, the financial, and the offers to the companies as the cooperation.

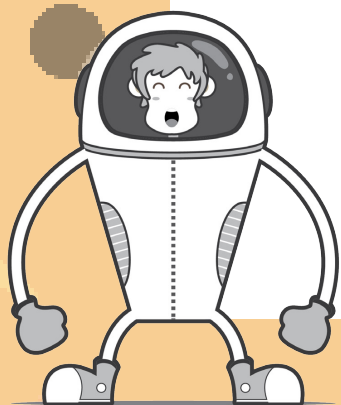
b. Administering the registration

- The registration of FEC 2015 is conducted in Pendopo Tedjokusumo FBS UNY approximately 5



weeks before the program

- The schedule of the registration is arranged by grouping each section for each day so they can discuss the FEC progress preparation while serving the registration
- c. Writing and managing the letters
- There are more than 20 letters such as the permission letter to use several rooms for every single FEC activity both indoor and outdoor activities, the permission letter to reserve the UNY bus for the field trip agenda, the permission letter to promote the program in some schools, and the invitation letter to some lecturers and parents.
- d. Writing the MoU (Memorandum of Understanding)
- The MoU are made after the company or media partner accept the offers in the sponsorship proposals. It is made as profitable as possible, as the cooperation one another. The secretary made a MoU for the AdiTV as the media partner of FEC 2015.
- e. Arranging meetings of FEC committee
- The aim of the FEC committee meeting is to discuss the problems, the progress, the planning, the evaluation and everything related to the FEC
 - The meeting is arranged once a week, but there is an additional meeting whenever there is unpredictable problems to be discussed soon



- f. Note-taking during every meeting of FEC committee
 - During the FEC committee meeting, every result of the discussion should be noted well as the document whenever it is needed
- g. Receiving telephone calls and messages
 - There are some questions asked by the customers related to the FEC, and the secretary should answer all of them
- h. Being the vice director whenever the director is getting sick or going somewhere for a particular business

3) The Treasurer

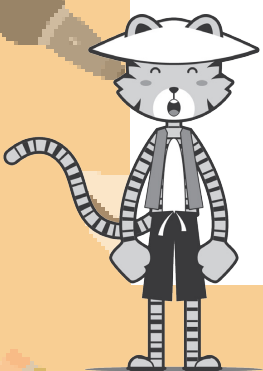
- a. Managing the FEC financial especially controlling the outcome to be profitable
- b. Recording & budgetting the FEC financial in detail

4) The Sponsorship Section

- a. Looking for media partner to cover the activities during the FEC
- b. Gaining the fund resources from the companies to help the FEC financial

5) The Tools and Equipment Section

- a. Providing equipment needed during the program



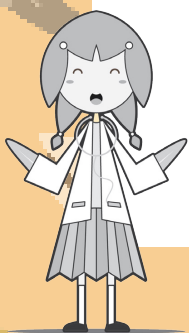
- b. Preparing the place for FEC 2015 activities both the indoor and outdoor activities

6) The Food and Beverage Section

- a. Supplying the foods and beverages needed during FEC activities

7) The Publication & Marketing, Design, and Decoration Section

- a. Designing the logo of FEC and the mascot (optional).
- b. Designing the pamphlets and brochures, the social media banner, the official stamp, the stickers and keychain, the T-shirt and bag, the diary book, the academic calendar, the committees and children's ID-cards, the registration and welcoming banners, the promotional video, and the certificates and achievement report.
- c. Promoting the FEC in social media such as Facebook, Twitter and Instagram as one of the best way to gain the participants.
- d. Distributing the brochure and pamphlets in public places such some schools, toys exhibition in JEC, and some faculties in UNY.
- e. Decorating the stage for the opening of FEC, dental seminar, and closing performance and graduation.
- f. Capturing and recording every single event for the FEC as the documentation.



8) The Event Section

- a. Preparing the outdoor and indoor activities in detail excluding the teaching and learning in the classroom starting from deciding the setting, arranging the rundown, explaining the procedures and surveying the destination.

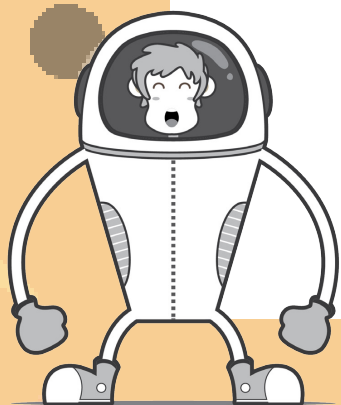
- The outdoor activities are follows.

1) Campus grand tour

- It is an outdoor activity in which the students learn English by going around the campus following the map given by the teachers. The aim is to introduce the new school environment to the children i.e. the FBS campus.
- Go around the FBS campus while learning about the direction, the public places, and pronoun in fun ways like coloring, drawing, playing game, singing, and others.
- Give a map with a simple route to the children as the guidance.
- Prepare 4-5 spots for children to take a rest while doing some activities.

2) Picnic

- It is an eating out activity in which the children learn about the food and beverages in fun way. The aim is to develop the children's cognitive development: vocabularies about foods and beverages, the children's favorite food, etc., and the children's social development in which they



bring some food and beverages and share them to their friends.

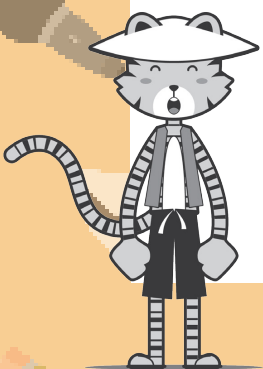
- Prepare a comfortable place outside the classroom to do picnic.
- Prepare an alternative place whenever the climate is unwell.
- Arrange some good activities related to the food and beverage.

3) Barbecue

- It is an activity to learn about the procedure to do something in a fun way. The aim is to teach the children to be autonomous in life skills and to be cooperative in group.
- Divide the children into 3 to 4 groups and ask them to go around the campus with different route each group.
- Decide some spots for each group to do some activities like coloring, drawing, playing game, singing, etc. before they finally arrive in the finish line as the main spot to do barbecue.
- Prepare the barbecue stuffs and the meal.
- Ask the children to prepare and cook the meal, and wash the stuffs themselves.

4) Field trip

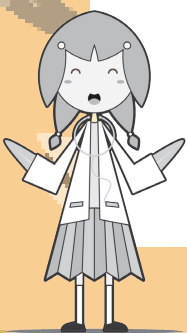
- It is the activities to learn the outdoor skills like body movement games and socialize with the nature.



- Set it on Sunday in the morning to the afternoon.
- Decide the destination to be reachable both the location and the fee. It should be safe and comfortable for children.
- Make sure that the UNY bus has been ready.
- Prepare the aids box whenever the children get unconditional accident.
- The indoor activities prepared by this section are follows.

1) The opening of FEC 2015

- In the first meeting, the agenda is opening of FEC 2015. It is to introduce the FEC 2015 to the parents and children.
- Invite the parents and the children a day before the opening agenda
- Prepare the room a day before the opening agenda
- Prepare the attendance list, the snack, and the FEC kit outside the room to avoid the stuffiness inside.
- Ask the dean of FBS to open the FEC 2015 officially.
- Prepare 30 minutes as the opening ceremony starting from the speeches from the dean of FBS, the chief of FEC 2015, the director of FEC 2015, introducing the theme, the teachers, the FEC agenda in academic calendar, grouping the children based on the level prepared by the committee.
- Continued by the classroom activities up to 5.00 p.m.

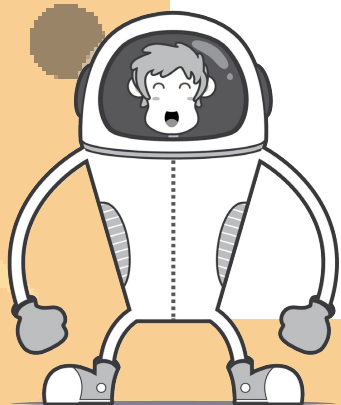


2) Dental seminar

- It is a “learn and practice” activity in which the children learn in another atmosphere outside their classroom.
- Invite a guest instructor in dental seminar. It may from other department, faculty, or even university.
- Ask the children to pay attention to the instructor explaining about dental care: how to keep their mouth clean and fresh and how to brush well.
- Ask the children to practice it together helping by the instructor and the teachers.

3) Parents’ meeting

- It is the agenda for the parents to discuss about the children’s progress. The aim of this agenda is to discuss about the children’s progress cognitively, emotionally, socially and physically both in the school (by the homeroom teachers) and in home (by the parents).
- Invite the parents by distributing the letters to the children in the previous meeting.
- Tell and discuss the children progress to the parents
- Ask the parent to tell the children activities home to predict the best technique to be used in the classroom.
- While the parents are discussing with the homeroom teachers of each level, the teaching and learning



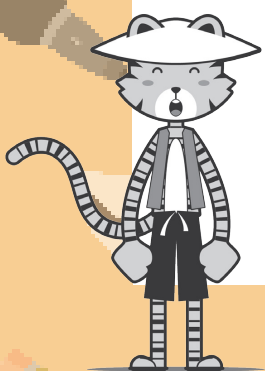
process in the classroom is ongoing.

4) Closing performance and graduation

- This is the agenda for children to perform what they have learned during the FEC.
- Set it on Sunday in the morning
- Prepare the room a day before the closing agenda.
- Prepare the attendance list and the snack outside the room to avoid the stuffiness inside.
- Invite the parents and the children a day before the opening agenda.
- Prepare 30 minutes as the closing ceremony starting from the speeches from the dean of FBS, the chief of FEC 2015, the director of FEC 2015
- Ask the dean of FBS to close the FEC 2015 officially.
- Arrange the children's performance in fun way like singing, dancing, role playing, reading poem, MC-ing, story-telling, and others.
- Continued by the children's graduation in which the certificate and achievement reports are distributed to the children.

9) The Academic Section

- a. Dividing the levels and the homeroom teacher. The levels are based on the children's level in their school or the ages.

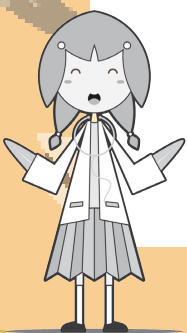


- b. Developing the FEC syllabus for all levels as well as the lesson plans for each meeting
- c. Making the list of media inventory. The media are used for the teaching and learning process.
- d. Providing the forms to write the vignette of teaching and learning process for the teachers as the daily report about what happened during the class
- e. Arranging the teaching schedule for all teachers

3. The Academic Activities

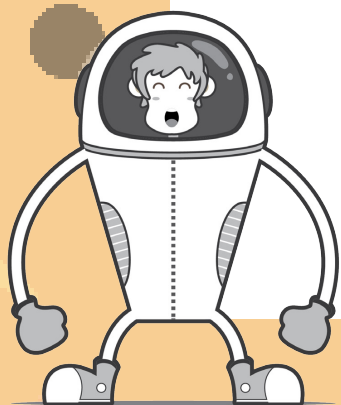
1. Developing the syllabus

- Develop the FEC 2014 syllabus by the teachers, then consult it to the academic section
- Develop the syllabus in theme-based for each meeting
- Develop the FEC 2014 syllabus considering the students' language acquisition development, and the students' needs and the topics are close to the students' life nowadays
- Design the activities in fun and enjoyable activities using game, song, and story
- Conduct an evaluation for children in the middle of the program to measure the their progress
- Present the developed syllabus to the EFC lecturers to get some evaluation and revision



2. Writing the lesson plans

- The lesson plans help teachers to decide what they are going to teach in the classroom related to the students' wants and needs
- The lesson plans are developed by describing the syllabus in the form of detail steps in teaching and learning process in the classroom
- Begin the syllabus with a short introduction, reminding the children of what happened last time and saying what would be the topics this time. Those are arranged into 4-5 sentences in about 2-3 minutes. In the same way, at the end of the session, the teacher provides a brief summary and perhaps telling the children what will happen
- Arrange the lesson plans that consist of the topic of the day, the allocated time, the level, the learning objectives, the materials needed, the vocabularies would be taught, the language function, and the steps in teaching and learning process starting from the warming up or routines and patterns, main teaching and closing.





Be Ready for Now,
Be Great for Tomorrow



APPENDIX L

PHOTOGRAPHS



The learning process using games



The opening ceremony



Checking the attendance in opening ceremony



The closing performance: Singing



The games in field trip



Learning process : dancing